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THE SAFETY OF A REPUBLIC

VOL. XXIX.

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THE RULE OF IDEAS.

All educational planning and practice take for granted the truth of the adage that "Ideas rule the world." Precisely in the educational field, however, it has not infrequently happened that strong encouragement has been given to those sanguine people who accept without question another adage to the effect that "The exception proves the rule."

No doubt the first of these proverbial sayings is true in the long run, and even in the short runs, too. The only question is: What ideas? On the one hand there are ideas developed through experience; on the other, ideas evolved from the inner, and perhaps empty, consciousness of the individual.

So, again, there are ideas representing the experience of an individual, or of a neighborhood, or of a nation, or of the race.

In the first case the ideas are fairly certain to be inadequate and more or less fantastic. In the last case alone are the ideas at all likely to prove really valid (valere, to be strong)—truly imperial,

that is, imperative or positively commanding.

When "ideas" of the first sort assume to rule they only "command" laughter. Ideas of the last sort have only to become clear in consciousness in order to command the reason and shape the actions of men.

"Ideas" of the first sort take shape as "fads," which are simply showy, superficial, sham "reforms," worthy only of the silent contempt of all sensible people. The world is to be perfected at once, and once for all, by making it literally "over" into something wholly different from what hitherto it has been. The "best" is the "latest." Life is a series of breathless summersaults.

Innocent faith—that the next bubble shall prove the final and everlasting good! Blessed pot of gold at the end of the rainbow—could we but scramble fast enough to actually seize it!

Ideas of the last sort—ideas which are the slow growth of the consciousness of the Race—prove their organic quality, and hence their vitality, by including the essence or substance of all that the world has thus far been, and unfolding this into further and wholly consistent forms that go to serve the newly developed functions of the inner, abiding spirit of Reason in the world as a whole.

Nowhere else has there been more frantic chasing of the rain-

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brow than in the educational field. There are signs, however, that—at least for a time—the “genius” of educational reform has had his day. Everywhere modest “councils” are being held. Sometimes, indeed, in these councils there is only a comparison of individual opinions or “ideas.” Yet even these ideas are more or less “representative”; and the consensus of opinion thus arrived at has at least the merit of approximating the *Zeitgeist* or *Spirit of the Age*, which, after all, in its deeper significance, is the time-form of the eternal *Spirit of Reason*. Sometimes, too, there is a taking counsel with the great thinkers of all ages; and that is more hopeful still, though we shall here confine ourselves to the ideas of the age.

A quarter of a century ago the *Zeitgeist* decreed that Nature must be given a conspicuous place in the course of study. The emphasis of the decree was cumulative. It even went so far as to insist that nothing else was so well suited to the development of mind as just the study of Nature, and that, therefore, the natural sciences ought to have the chief place in the course of study. That this was an extravagance no one at the present day is likely to deny. But also no one is likely to deny that the study of Nature, if not the most valuable, is yet a highly valuable aspect of education. The *Zeitgeist* of the last quarter-century was right in its general claim. It was wrong only in the extreme point to which it pushed its claim. The study of Nature can never be so important in education as is the study of Man. Nature is not something superior to Man. It is only an inferior phase of Reality leading up to Man. And precisely because it is so related to Man is it worthy of

being studied by individual men.

All this is fairly well understood at the present day. And accordingly the *Zeitgeist* is already emphasizing the importance of another aspect of education. It has advanced—and for it the advance is real—to the point of view of urging the importance of the study of Man. True, it is urging the importance of a “scientific” study of Man. And by “scientific” is evidently meant this: That in our study of Man we shall proceed after the manner of the Natural Sciences, the method of which has proven so conspicuously successful—in the field of Nature.

We are, it is confidently insisted, to rely especially upon observation and experiment. And, more or less, this is to be done “by contraries.” If we would know what civilized man is we must observe savage man. If we would know what normal man is we must study man abnormal. If we would know man spiritual we must know man natural. If we would know man as mind we must study man as body. If we would know Light we must investigate the Dark. And here, too, there is a soul of truth in things untrue. Which soul is the “historical method,” the essential meaning of which is: that in all our attempts to find out the truth of things we ought always to seek first the simplest, least adequate phase of the given subject that so, by a careful constructive process, we may arrive at a really adequate conception of the actual product. For this conception we can never reach save through patiently tracing the process through which the given product came (or comes) into positive being. Savage man is one chapter in the whole story of civilized man. Abnormal man is

at least a foot-note in the fully developed account of normal man. Natural man is the rudimentary degree of what in its maturity is man spiritual. Man physical is the outer form into which the inner substance known as man mental spontaneously unfolds.

To such stage of consciousness the *Zeitgeist* is even now, though more or less unconsciously, forcing us forward. True, it is exaggerating the significance of the study of anthropology and of physiological psychology. But this exaggeration is such mainly because these phases in the study of man are mistakenly supposed to be something of absolute value, as if, in and of themselves, they were something final; whereas the real educational value of the first is in the fact that it helps to clear up the precise stages through which the individual child passes in becoming a man; while the special value of the second lies in the fact that it serves—or at least may serve when rightly pursued—to render clear the significance of the outer organ in respect of the inner functions of mind.

The momentum is very great; the movement is exceedingly rapid. The idea that rules the world in our time, and really through all time, is the idea of Evolution. The core of this idea is in reality that of an infinitely self-active, self-sufficing, self-unfolding Energy, which from its very nature must be self-conscious, and hence is nothing less than infinite, absolute Spirit or Mind, which is itself eternal and in which, therefore, time appears only as a special aspect or mode—as all the great thinkers, from Aristotle to Hegel, have explicitly declared.

Thus if the study of Nature leads up to the study of Man, the

complete logical outcome of the very method of the natural sciences must be to force us to renewed carefulness in the study of Man in his spiritual character. The study of physiological psychology must inevitably lead on to the still deeper study of rational psychology—to the positive recognition of the actual psyche or soul as the one object of absolute interest to men because constituting the inmost essence of men, and hence calling for serious study on the part of individual men and giving valid ground for the endless care and trouble the world is taking in the realm of education.

If the *Zeitgeist* assumed a harsh, materialistic mien during the generation just past, it can hardly fail to show a milder and more idealistic character in the generation next following. The more clearly it comes to apprehend man as essentially mind, the more clearly must it come to recognize in the source of all evolutionary process the eternal World-Soul, who is God, the Spirit, from whom alone can man as actual living soul be conceived in strictly scientific fashion as really descending.

The newly and universally awaking religious interest not only gives immediate assurance of this; it must itself include the scientific aspect of the *Zeitgeist* as one of its own essential factors. Religion will be more intellectual and critical without being less devout. Education will be more reverent without becoming less exact.

The best way for a man to train up a child in the way he should go is to travel that way sometimes himself.

"COMMON SENSE" IN EDUCATION.

In all ages there has flourished, on one island or another, a school of "common-sense philosophers." And yet, that there should be any ambiguity of meaning in the expression: "Common-sense," seems for the most part wholly to escape the notice of these philosophers. The commonest kind of common-sense is that common to the worm and the oyster—which is also merely a modified worm—and to Man, who, likewise, is said to be but a "worm of the dust." Probably the commonest sense of all is the sense of touch, unless, perhaps, it be rather the sense of temperature.

But lest our common sense philosopher should regard this as treating the expression "common-sense" with undue levity, we will admit that the expression as commonly used is intended—more or less definitely—to indicate a special, and specially healthy, state of the human mind. Well, then, just what is this state? We fear the expression will be found usually to represent a less rather than a more definite state of mind. The state represented is first of all, as far as we can discern, a feeling rather than an explicitly unfolded intellectual state.

But are we to take a mere feeling as an ultimate guide? Or, is a merely instinctive state of mind more reasonable than is explicitly developed reason itself? What is education for, then? Is not the main effort of school work directed toward just this end: that human intelligence shall become developed into reflective, self-critical accuracy, and not be left to the pit-falls of merely rudimentary or

instinctive "sense" of what is best in any given case?

Doubtless the best meaning which is more or less vaguely felt to be involved in the expression "common-sense" as commonly used is that of a certain refined form of unconscious judgment developed through specially favorable conditions and to which we commonly give the name: "Good taste." To this we shall return in the next number of the "Journal." Meanwhile we believe it not wholly impertinent to hint to the philosophers referred to that the highest term of "common-sense" is likely to prove what we may call uncommon sense—that is, a mode and degree of intelligence better named "trained reason." It takes only the best of "common-sense" to see that fact. And the study of psychology is a great aid, as we may remark by the way, toward just that end.

This we specially commend to those of our contemporaries—quoted from in our last number—who are just now wearied with something or other which has been offered them under the—very likely wholly inappropriate—name of psychology, and who feel driven to seek rest in "common-sense."

It is during the hours of the seeming sleep of the Spirit of Reason that the "enemy," whose name is Folly, comes and sows the tares of confusion amid the sprouting grains in the field of Truth. When the harvest comes these tares will be gathered into bundles and cast into the furnace of universal scorn.

The wealth of a man is in the number of things he loves and blesses, and by which he is loved and blessed.

IMPROVEMENT OF RURAL SCHOOLS.

That real reform works from above downward has often been declared; and facts are abundant to justify the statement. The remark is especially true in the field of education, easy as it might seem to show the contrary in the realm of political evolution—though even here much must depend upon the real significance of "above" and "below."

We have here, indeed, only undertaken to call attention to a single aspect of reform which has in a way worked from "above" downward. The public school system is not a socialistic, still less a communistic product. It is a communalistic development. Man can become realized as man only through perpetual communion, only through organic relationship in a community. So that we may paraphrase Aristotle's celebrated dictum by saying: Man is by nature a communal being.

But such communal relationship was first realized and has always attained its highest degree of development in cities. Men must associate in order to exist, and being associated they inevitably become educated. The education may assume a rational or an irrational character. The best and the worst that is actually developed in humanity is the outgrowth of civic life.

Rationally ordered education has for its purpose to bring the actual individual human being into conformity with the ideal human type. What this type is the city affords the best opportunities for discovering. From the first, also, it has exhibited and in ever-increasingly vivid form, the evil consequences of variance from that type. Hence it is in cities that the necessity of education has always presented itself in its most

imperative aspect. Hence, also, in the cities there has always been a specially keen sense of the importance of carrying education as far as possible. All this, with the necessity of classification for the purposes of economy in handling numbers, together with the lengthening of the school term, has called for the best educational talent in the cities and, hence, has given rise through the genius of specially gifted men to the elaboration of what is known as the modern public school system.

Since, then, cities are the centers of civilization we may with more propriety speak of educational reforms in the full sense of the term as extending from the center outward rather than as working "from above downward." Further, with many cities working more or less independently upon essentially the same problem there could not fail to be ceaseless interaction as between these centers. And in the long run the city having the ablest superintendent of schools must become the actual working center of reform for the whole country.

It is thus that St. Louis became during the administration of Dr. Wm. T. Harris, the more or less definitely recognized American center of reform, especially in respect of school organization. His thorough-going study of philosophy as the systematic unfolding of the process of the intellectual evolution of the world fitted him above all others to become the successful systematizer of the newly unfolding educational processes suited to the life of the New World.

Nothing could have been more fortunate, therefore, for true educational advancement in America than that, in the making up of his cabinet, President Harrison should select for the Department of the Interior a St. Louis man

who knew and understood the capabilities of Dr. Harris. For, once settled in his place, it was but a matter of course that General Noble should secure the appointment of Dr. Harris as head of the Bureau of Education, which—peace to the politicians!—is ultimately the most important factor in the American government. And among the clearest evidences of the great merits of President Cleveland as chief executive of the Nation is his steadfast refusal to listen to political clamor demanding a change in this office.

And now we hasten to assure the reader—even if the reader be Dr. Harris himself—that we are saying all this, not to flatter Dr. Harris, but to serve a cause. The capabilities that first became manifest in St. Louis are proving themselves entirely adequate to national requirements. The work of the Bureau of Education as such has been systematized into admirable effectiveness as a collector and digester of the best educational information obtainable from every part of the world, thus rendering it available to every seriously minded teacher as well as supervisor of education in the country. Not only so, but Dr. Harris' personal influence through committees and addresses, at the National Educational Association and at other educational gatherings throughout the country, has been of incalculable service in clearing up the minds of teachers and others as to the truest aims, the worthiest means and the most effective methods in education. In short, the educational enthusiasm of the time is being securely guided into the most rational channels and toward the noblest ends.

Thus, State Superintendents of Public Instruction are becoming clear in their convictions respecting the most important function

of this office, which is: to bring about the systematization of the rural schools and to raise the standard of efficiency in those schools. Conspicuous among these, in the West especially, are Hon. Henry Sabin, of Iowa, and Hon. John R. Kirk, of Missouri, not to forget the latter's immensely energetic predecessor, Hon. L. E. Wolfe.

The rural schools of these two States are in the sure way of rapid improvement. The system of County Institutes constitutes a cordon of short-term Normal schools specially calculated to improve the scholarship and to elevate and clarify the ideals of teachers in the rural districts.

One of the most significant evidences of substantial advance in this particular is a pamphlet of 54 closely printed pages issued in May, 1896, from the office of State Superintendent Kirk of Missouri, and under the authority of the State Board of Education. The pamphlet contains a Course of Study for the County Institutes and Rural Schools of Missouri.

It will be impossible for us to enter into details in referring to this pamphlet. We can only say that we regard it as one of the most hopeful signs of the times and as doing great credit to Mr. Kirk in particular and in general to the committee appointed by the State Board of Education to prepare and arrange the course—the committee consisting of Supt. W. J. Hawkins, Nevada; Prin. F. E. Cook, St. Louis; Prin. John T. Buchanan, Kansas City; Supt. L. J. Hall, Montgomery City, and Prof. J. A. Merrill, Warrensburg; the State Superintendent, of course, being ex officio a member. Services were also rendered by Dr. R. C. Norton, of Kirksville, and N. A. Harvey, of Kansas

City. Mr. Cook, we may mention by the way, received his first training as principal under Dr. Harris.

We are glad to see that 15,000 copies were ordered printed and we take it for granted that every County Superintendent, who is in effect an assistant to the State Superintendent, will carefully study the pamphlet in detail, and thus be able to aid effectively in putting this much-to-be-desired reform into actual process of realization. As far as possible it reflects what is already doing in the city schools and it will be a wonder if there should not develop at length return waves that will aid in further improving the schools of the city.

COLLEGES REDEFINED.

A year ago the Missouri State Teachers' Association appointed a committee of nine "to consider the classification of colleges in the State, the proper requirements for admission to college, and to suggest courses of study for secondary schools." Of this committee, as was fitting, President Jesse, of the State University, was chairman and leading spirit, the remaining members being W. H. Black, W. S. Chaplin, Geo. L. Osborne, A. F. Fleet, W. T. Carrington, L. J. Hall, John R. Kirk, and J. D. Wilson.

During the past year this committee has had numerous meetings, has considered its theme carefully and thoroughly, and has embodied its conclusions in a report presented at the recent meeting of the State Association at Perte Springs, and now issued in circular form.

The report was adopted with but three dissenting votes. The term "College" had come to be used very loosely, and the redefinition given it by the committee, and

unanimously endorsed by the State Association may very well be regarded as marking an important epoch in the educational interests of the state. One authority goes so far as to say: "It seems to me to be about the greatest advance we have made in this state in educational matters." Certainly if the spirit of the report becomes fully operative in the general sentiment of the people of the state it will remove all ground for the reproach of flimsiness and sham in the higher educational institutions of our rapidly developing commonwealth.

So important are the interests concerned that we shall here reproduce all of the report referring to the Colleges, reserving the section on secondary education for another time:

REPORT ON THE COMMITTEE OF NINE.

The committee, appointed in June, 1895, by the State Teachers' Association of Missouri to consider the classification of colleges in the state, the proper requirements for admission to college, and to suggest courses of study for secondary schools, respectfully submit the following report:

A.—The Classification of Colleges.

To be classed as a college at all, an institution of learning should meet fully these conditions:

1. It should require from every student, for a degree, four years of academic study, with a minimum of fourteen hours a week.
2. It should have a faculty of at least six teachers, each giving his entire working time to instruction in the institution, at least nine hours a week of which time should be devoted to college instruction in one or more of the following subjects: English, Latin, Greek, French, German, History and Mythology, Political Economy, Philosophy, Mathematics, Physics, Chemistry, Biology.

3. It should teach Science by the laboratory method and should have laboratories well equipped for individual student work in at least Physics, Chemistry and Biology.

4. Recognizing the impossibility of conducting a college on tuition fees,

alone, we believe that no institution should be recognized as a college that has not adequate grounds, buildings and equipment, and an income producing endowment of at least \$100,000.

5. It is very desirable that the academy should be separated from the college, and, while it is not at present possible to accomplish this in all cases, it is the opinion of the committee that colleges should work toward such separation.

B.—Minimum Requirements for Admission.

Defining a period as a time of instruction from thirty to forty-five minutes, and a point as five periods a week for one year of nine months in one subject, the minimum requirement for admission to college should be as follows: Satisfactory evidence of three points in English, two points in History and Mythology (in the classical course one point in History and Mythology), three points in Mathematics and four more points to be chosen from the following subjects (but if a foreign language be offered at least two points will be required in this): Zoology, Botany, Physics or Chemistry, Latin, Greek, German or French, or an additional year's work in English or in History and Mythology, or one additional year in Mathematics.

1. Of the three points required in English at least two should be devoted to the reading and study of masterpieces of American and English literature, written exercise being required of each pupil at least twice a month throughout the three years.

2. In History the first point should comprise Greek and Roman History and Mythology. The second point, and the third, when taken, should be chosen from the following: Mediaeval and Modern History, English History and Civil Government, American History and Civil Government.

3. The three points in Mathematics should cover Algebra and Plane Geometry, as given in standard high school text-books on these subjects. If a fourth point in Mathematics be offered it should be solid Geometry and Plane Trigonometry.

4. In Science a point should be a year's laboratory work in any one of the following: Zoology, Botany, Physics or Chemistry.

5. The two points in Latin, when offered, should cover the introductory book, and the reading of three books of Caesar, or its equivalent in other

Latin prose, and Latin Composition. The third point in Latin should cover six orations of Cicero with composition; the fourth fourth point should cover four books of Virgil with Prose and Mythology and Composition.

6. The two points in Greek, when offered, should cover the mastery of an introductory book, Greek Composition and the reading of three books of the *Anabasis*, or an equivalent in other Attic prose.

7. The two points in German, when offered, should be the ability to read ordinary German prose at sight, and to translate simple English sentences into German, and should include the correct pronunciation of the language and some facility in conversation.

8. The two points in French, when offered, should be the ability to read ordinary French prose at sight, and to translate simple English sentences into French, and should include the correct pronunciation of the language, and some facility in conversation.

It is the opinion of the committee that all post graduate work should be left to the Universities, and should not be attempted by the Colleges.

•••••
The sign-painter is abroad in Africa. His design reaches from the mouth of the Nile to the Cape of Good Hope. When he has finished all the world may read this legend: "The earth is the Lord's and the fullness thereof"—and the Lord is an Englishman."

•••••
In a certain ancient book called "Proverbs" there is a striking passage in which Wisdom is represented as speaking. Among other things she says, (VIII., 19), revised version:

"My fruit is better than gold, yea, than fine gold;
And my revenue than choice silver."

This seems well worth the careful—which in truth is the same as prayerful—consideration of both political parties just at the present time.

•••••
The master builders in many parts of the country make a strong plea for manual training in the grammar schools. If the school committees saw the matter in the same light, this could soon be satisfactorily arranged.

ARKANSAS STATE TEACHERS' ASSOCIATION.

The association met in Arkadelphia, Tuesday evening, June 23, President T. A. Futrall of Marianna in the chair. A cordial welcome was extended to the teachers by Mr. L. J. Weber of Arkadelphia, and was responded to in a very pleasing manner by Prof. J. H. Hinemon of Pine Bluff.

The address of the president was in keeping with his well known ability and was full of valuable suggestions to the teachers. The importance of the teacher's work and worth was emphasized, and encouragement held out to the profession to seek the highest standard, as the world is ready to recognize merit.

The papers and discussions were taken up as arranged on the program, and while some to whom work had been assigned were not present, those appointed to fill their places did so most creditably. The general opinion seemed to be that the meeting was a pronounced success, and the thought evidenced in the delivery of the papers and the discussions that followed each gave abundant proof that the teachers are progressive and alive to the importance of the annual meetings.

Space forbids the mention of the many excellent things that were said, but special mention must be made of the papers of Prof. E. L. Gatewood on "Reading and Literature," Mr. M. M. Goodrich on "Methods in Geography," and Prof. J. W. Conger on "Bearing of Latin on an English Education."

State Superintendent Jordan was present and manifested his wonted interest in the proceedings. Wednesday night the association was favored by him with an address in his usual happy style on the needs of the schools. The following officers were elected:

J. J. Doyne, Lonoke, president.
W. W. Rivers, Helena; A. E. Lee, Fort Smith; A. Wingham, Texarkana; Mrs. M. M. Goodrich, Osceola; B. J. Dunn, Fayetteville; T. J. Powell, Batesville, vice-presidents; J. H. Hinemon, Pine Bluff, corresponding secretary; Miss Anna Morgan, Searcy, recording secretary; Mrs. Johnnie A. George, Little Rock, treasurer.

The officers selected are all live, progressive educators, and the teachers of the entire state will be glad to follow such leaders. Let the watchword be, "Arkansas to the front."



BIOGRAPHY A NECESSARY STIMULANT TO EDUCATION. By Anna L. Clark, Nevada, Mo

Ever since the discovery of the X rays so much of the invisible has been disclosed, so many hidden mysteries have been revealed, that there has been brought about a feverish expectancy of what may happen as the possibilities of scientific discovery are more and more understood. When one considers that all visible phenomena is based upon superposition of media, it seems as if the visible was transient and the invisible alone permanent. If the future transcends the present, as the present has the past in the investigations of life and the issues thereof—that which one knows through his senses, the material facts that come to him by actual contact, will be all a dream; while that which lies behind all this, the hidden springs of action, the conscious mind that governs the body, will be the only subjects worthy of study. The realm of the spiritual will be so disclosed, so laid bare, that in the summing up of particulars this that hitherto was dark and obscured or accounted for in the world of metaphysics, will be as tangible, as capable of demonstration as the material world has hitherto been considered. The mists that darken our life are being cleared away so quickly that we well may stagger at the excess of light which is being poured out to illumine all the recesses of thought and action. The opaque is being made translucent by more agents than by the ca-

thode rays. There are grand and invisible currents of thought running to and fro, which if one places himself in the line of, will open out before him vistas of spiritual research of which his philosophy never dreamed before.

The old dogma of Descartes, "I think, therefore I am," is just now being properly understood. Ever since the time of Bacon, when one could investigate nature's laws and inquire into the natural causes of things around them, without fear of the prison or the rack, there has been a tendency of explaining internal as well as external phenomena by physical laws alone. Thus all consciousness, all emotion, all sensation, was only a different grouping of atoms—acting and reacting upon each other. Now the pendulum is swinging the other way—slowly and surely the truth is being developed that God did not intend humanity to progress along physical laws alone. To think and to be is something more than a manifestation of material forces. The individuality of humanity gets its essence of being from the invisible force of the Word which emanates from the Great I Am. So thinkers and philosophers now humbly sit at the feet of the great philosopher of the immaterial and the spiritual to learn from Him of life and how to live. This is a very different philosophy from the old scholastic, which would never allow any cause for an effect to be given which God appeared to have hidden—which cared more for opinion than truth—which was entirely barren of practical results—a vast wilderness in which generations had been moving though not advancing.

The thought of the world today seems to be uniting the two great systems of philosophy—the thoroughly practical and the

purely spiritual—the visible and invisible are being blended together—and must be equally considered if we would meet the needs of the hour. The world is full of schemes how to make all knowledge practical—while it is only of late that means have been devised how to cultivate the spiritual side in character building—how to lead the spirit to achieve by being—how to give it strength to overcome the temptations of the lower plane of life, in order to acquire the riches of the higher—how to train the individual will into the universal will of persistent well doing.

In the correlation of studies according to the Committee of Ten, the nucleus of the system is history—and as Emerson has said there is no history other than biography of men whose lives have influenced events or have impressed themselves upon their times—we readily see what a necessary stimulant biography is to the spiritual side of education. While all men may not be made sublime by the reminders of the lives of great men, yet one cannot estimate the force contained in a life well lived—true to its sense of duty and convictions of right. Does not the whole plan of salvation hang upon the influence of the biography of the One Altogether Perfect? Every time a date is written is it not a silent witness of the saving power of a life which was lived up to the highest possible ideals? Indeed, this scheme I am advocating of using biography as an inspiration to higher spiritual development has its sanction from the plan of Him who surely knew that which would be most powerful in the uplifting of His creatures to a condition of living where their will might be made harmonious

with His will concerning them. Right here I cannot refrain from wondering why with a renaissance of the study of the lives of classic heroes of history and story, there is not some kind of a return to the study of the Christ. Surely there could be given much time and attention to the study of His manliness, His heroism, His perfect, all-round character, without touching upon any peculiar doctrine of any sect concerning Him. I am convinced that a deal of good would come from such study. Many lives would receive an inspiration to righteous living which nothing else seems to teach; and, perhaps, the material tendency of public school education might be checked, and the generations as they come and go would assimilate to themselves much of the sweetness and light which Mathew Arnold thought so sadly wanting in the soil of American culture. To attain to this a stimulant or a prob of some kind seems to be necessary—even though to make it work effectively it has to be in a manner concealed. If it is absent and life is builded along purely abstract lines, there ensues a certain collapsed state, a condition of life something like under the Oriental system of caste, where a son could not rise above the occupation of his father. In this republic of ours we were ever proud of inspiring the youth with the idea that his ambition need not stop short of the Presidency—citing many examples where a poor boy with no advantages had attained this high honor. But since the political tricks worthy of a heathen Chinee have been made apparent, the stimulant has been changed—more being applied to the development of sturdy manhood, in the faithful discharge of the nearest duties of his citizenship, or of forming well regulated

characters, whose lives will be a blessing to home and state. Can there be devised any better means to do this than through the study of biography? If we rise to better things on our dead selves, surely can we not rise higher by coming in contact with lives well spent, whose single aim has been their country's good, who have sacrificed all for the cause of the right, as God has given them the power to see that right, "with malice toward none, and charity for all," they have gone down their country's story as a benediction to all. Our history is full of such men—during what may be called the classic period, as well as later in history, there is hardly a man or woman known to fame, or whose life has been rich enough to have been inscribed in history, that lessons of manly or womanly conduct could not be drawn. While these lives may lack something of picturesqueness or may be, as some one has said, too institutional, yet as the world grows older, things are valued at their true worth. When the glitter and circumstance of power fade away, these lives of those who performed their part with no thought of the world as a stage, will be a text to right living and high thinking, when other lives have faded into nothingness.

I plead for the proper study of American biography. It is the rankest snobbery which passes over it, and unworthy of notice because it has lived its life in one century and has no epic to chronicle the deeds of its heroes. But I hope in making this plea for home grown heroes I will not be so provincial as to ignore the actors in the great drama of life that is being played in the world at large. Every life is entitled to all that which has gone before. Every temptation overcome, every victory won, every defect con-

quered, every struggle upward, every machine invented, indeed, every possible blessing to life material, as well as immaterial, belongs to the generation living. The world has been made habitable by the manifold exertions of man overruled by a beneficent Providence. Is it possible in tracing the evolution of the world's history to overlook the acts of man as found in his biography? Is not the whole world kin? Does not the Forum of Rome where the Caesars walked and Mark Anthony spoke belong to all ages? Are not the heroes of Westminster Abbey realities in the lives of all English speaking people? Wherever there is any ground or place made historic by the acts of men to which pilgrimages are made, is mine as well as yours—it belongs to all those who have assimilated to themselves the lesson of the life lived and have made a creative use of the ideals and inspiration of those who, being the indispensable saviors of their epochs, have made any spot they touched holy ground. As Carlyle says, "A truly great man is the only object worthy of worship," it is a sure sign of littleness of spirit when reverence is withheld from one who is higher and nobler than ourselves—for righteous hero-worship is the living corner-stone by which every life is builded higher—and even in old pagan times the babel of all mythologies if properly administered and the heroes properly chosen, this hero-worship as a stimulant to education may be especially helpful to the American youth, who, if he lacks any one thing, is reverence, or a feeling of dependence upon anybody or thing, feeling himself sufficient for all emergencies—if he has any principles of conduct, they are evolved from his own inner consciousness or mental processes.

While if he were led to study the lives of others, enrich and enlarge his mind by unconsciously appropriating to himself the knowledge of what has been done by those whom the world regards as its heroes—the embodiment and realization of all that is truly great and noble, there would come to him a dignity of life, a self discipline which will cause him to rise and say, I will be, I will do, what has been, what has been done by a true man under circumstances, it may be, far less favorable. This biography need not always be of heroes who have performed their part on the stage of real life. There are those in the realm of fiction who have entered so closely into the life of the race—who have wielded for so long such a strong, unconscious influence, that no system of ethics or education can be complete without considering these creations, which have emanated from the brain and soul of those who have heard the voices of genius bidding them to become creators. Can any one estimate the power of one of these creations which is builded according to the highest ideals, with a vital force behind it which makes it possible to enter into the humdrum existence of every day life and glorify it by a light whose radiance is from divinity itself? No life is perfect unless there is in it a combination of the real and ideal. We may grovel here below, yet there is in us a principle that once in a while must mount on wings and bathe its spirit in the empyrean depths of that love which recognizes the Fatherhood of God and the brotherhood of man, which recognizes that all men are created equal—what one has accomplished another can, along the lines of his limitations. It is by these strivings after the unattainable that one's whole life is leavened and

made valuable to its possessor, who then becomes ready to make its learning, talents and opportunities into a mighty commonwealth of blessing and happiness to all mankind. Thus all humanity is linked together, not with hooks of steel—but riveted of hearts into one magnificent harmony.

EDUCATIONAL PSYCHOLOGY—
GENERAL VIEW.

BY J. N. PATRICK, A. M.

Author of "Elements of Pedagogics" and "Pedagogical Pebbles."

In this paper I have limited myself to the essential facts of classroom psychology—to the simple facts of mind which every teacher can understand. But no one who does not know something of a subject can fully understand the clearest statement of its simplest laws. No one can think for another.

What is psychology? "Psychology is a scientific study of the mind." A few other terms need simple definition. Ego or self is a term which means I, or a separate existence or personality. Mind is a term which suggests that self or I is intelligent. Soul is a term which distinguishes the self from the body. Psychical is an adjective used to designate the facts of self. The adjective psychical may be applied to all the facts, activities and stages of the self. Presentation is a term which means a mental picture or image, any object of knowledge or thought. Re-presentation is a term which means the same when remembered or revived.

The fundamental characteristic of the self is consciousness. The self exists and knows that it exists—that is, the self is conscious that it is. Psychical facts are facts of consciousness. What, then, is consciousness? Notwithstanding the fact that no one has defined consciousness, a simple illustration will explain what is meant by consciousness, a state of consciousness, or unconsciousness. Falling to sleep and awakening from sleep illustrate forms and states of consciousness. As one sinks gradually to sleep he becomes less and less conscious; as

he awakens gradually from sleep he becomes more and more conscious. When a man receives a severe blow on the head he becomes unconscious. When he comes to his senses again he simply comes to consciousness. That, in the mental life of man, which rises and falls, is consciousness. Attention, perception, memory, imagination, feeling, and willing are forms of consciousness. Attending to anything, perceiving anything, remembering anything, are mental activities or states of consciousness. The highest form of consciousness is self-conscious. Through reflection the idea of self is attained and assumes its important place in the mental world.

THE SOUL—The soul is a unit in all of its actions; that is, it does not act in sections. As intellect, it knows; as sensibility, it feels; as will, it chooses and puts forth volitions. Feeling includes all pleasurable and painful conditions of the mind. Willing covers all active mental operations. Knowing, feeling and willing are three different modes of the same consciousness. All three of the elementary powers of the soul are involved in every conscious act.

SENSATION—"All knowledge takes its rise in the senses." No intellectual work, such as imagining or reasoning, can be done till the senses have supplied the necessary materials. These materials are sensations or sense impressions. Our ideas can never go much beyond our sensations. What, then, is sensation? "A sensation is a change in the state of the mind produced by an impression upon an organ of sense." Sensation has a physical basis, but it is a mental state. The nerves connect the soul with the material world. Each sense has its own special mode of receiving and conveying its sensations. Without one or more of the five senses there would be no mental life. The senses supply the material for knowledge. That is, without the senses nothing would be perceptible; and without the conscious self nothing would be perceived. The soul depends upon the body for its communication with the external world. It is through external excitants that the nervous organism receives the impressions that it transmits to the soul. There can be no sensation without a nervous system and a stimulation of that system. Experience is the basis of all soul phenomena.

PERCEPTION—"Sense-perception is the soul's knowledge of material objects." A percept is a psychical image formed by the idealization of sensations. It is the image of an object. But a percept is not knowledge; it is only another element of knowledge—the second stage in the process of acquiring knowledge. Knowledge is a fusion or an assimilation of percepts. The mere sight of an orange does not constitute knowledge of an orange. The percept given by the sense of sight must be fused with the percepts given by the sense of taste, the sense of smell, the sense of touch. Only by unifying these several sensations do we acquire knowledge of an orange. Sensation and perception are mental stages—stages in the development of knowledge.

Since the material for knowledge is acquired through the senses, it follows that the quality of the percept depends upon the quality of the sensations. Attention, interest and feeling on the part of the pupil accompany all successful efforts to acquire knowledge. Listless habits of the mind and restless habits of the body tend to weaken the image; hence the teacher should insist upon an attentive mind and a quiet body during recitation. Tact and energy on the part of the teacher are as necessary as attention and interest on the part of the pupil.

MEMORY IN EDUCATION—"Memory is the faculty of the mind by which it retains the knowledge of previous thoughts, impressions and events." It is the re-presentation of a past experience—the knowing over again. The image which memory recalls represents mentally what was once experienced. Reproduction is wholly an intellectual process. It is independent of sensation. It is quite evident that the power to recall an image, fact or impression depends upon the depth of the original impression—upon the attention given to it and the feelings aroused by it. This fact bears directly upon method in instruction. It suggests attention, interest and definiteness.

Reproduced impressions are similar to the original impressions, but fainter. Time weakens all kinds of impressions, but does not destroy them. The distinctness of the recalled image or impression depends upon the clearness with which it was first stamped upon the mind. Images recalled by memory are always less vivid than percepts. In recalling the face of a

friend the distinctness of the features depends upon the definiteness and depth of the percept. In like manner, the pupil's power to recall a fact, illustration or principle depends upon the definiteness and the depth of the original impression. Flitting impressions—the mere recitation of the words of a text book—are not long held by the memory. The attitude of the mind during the recitation determines the character of the impression. If the pupil is not interested and attentive, the impression, if any, is weak and transient. Uneasy and restless physical habits disturb the mind; hence pupils should sit still or stand still during recitation.

IMAGINATION IN EDUCATION—"Imagination is the mind's power of representing a mental product as an image." It is unlike memory. An object of memory is a fact of experience; an object of imagination is wholly an intellectual creation, dependent upon memory alone. Imagination disregards experience, yet is limited by the senses. Memory reproduces past concepts; imagination creates new ones. Memory refers to the real; imagination to the real or to the unreal. The sphere of the memory is finite; that of the imagination, infinite. In memory the images are exact copies of the original percepts; in imagination, the images are new; they are new combinations of the experiences given in memory. The boundary of memory is experience; of imagination, memory. Memory and imagination are intimately related, yet perfectly distinct in their activities. Imagination leans upon memory, memory upon perception, perception upon sensation, sensation upon attention. Imagination reconstructs the ideas or images formed through perception and revived by memory. Perception and memory deal with particular objects; imagination deals with ideal objects.

I pity the school whose teacher is limited to bare facts. The teacher's ideals have much to do with the pupil's realities. Ideals create standards. The real man depends upon the ideal man; the real school upon the ideal school. Thinking out ideals is building higher realities. When we conceive an ideal we consciously and unconsciously strive to realize it. The ideal leads us to work for specific ends. A teacher without ideals is but a dreamer; without ideals life is aimless. Teachers, essayists and public speakers who lack the creative power

of the imagination are failures. They may think correctly, but they cannot inspire. Inspiration requires imaginative power.

ASSOCIATION IN EDUCATION—"Relationship is the essence of meaning." Scientific knowledge is more than a statement of isolated facts. It is knowledge of facts plus knowledge of their relation to other facts. The mind cannot conceive of an object, event or fact, material or immaterial, as unrelated. We do not think of man as an isolated individual, but of man as related to man. We do not think of God as an isolated King, but of God our Father. Meaning depends upon relation. An isolated sensation, perception or conception is as meaningless in the soul world as an isolated man or tree in the material world. The soul cannot hold in consciousness isolated percepts and concepts.

Three simple laws cover the essential points in reproduction and association in education. First, the law of similarity; second, the law of contrast; third, the law of contiguity. According to the law of similarity, "Similar concepts reproduce one another." A portrait recalls the original. The face of a stranger calls up the face of a friend because of its resemblance. The taste of a sweet apple just eaten recalls the taste of one eaten yesterday. A woman once bitten by a snake may be ever after startled by the sight of a rope because of its resemblance to a snake. The work done by a phrase suggests the work done by a clause. The pupil who understands square root is well on his way to a mastery of cube root.

Ideas are also associated by contrast. "Contrasted concepts reciprocally reproduce each other." Sorrow suggests joy; vice, virtue; life, death; mortality, immortality; the cold of this winter, the heat of last summer. The charm of contrast is in the fact that a concept rises into clearer consciousness by the help of its seeming opposite. Contrast is a means of education. Children are struck by contrast as forcibly as by likeness.

Contiguity also associates ideas. Smoke suggests fire; the term jockey, a race; the odor of a rose, a rose; Patti, music; Mt. Vernon, Washington; Concord, Emerson; Calvary, Christ. A person's name may be recalled by recalling his appearance or the name of the town in which he lives. The sight of a house or town calls up an event which happened there. Ideas

thus related in place or time by one activity of the mind become one concept. Every day's experience proves that ideas suggest ideas, both similar and dissimilar. This fact alone shows that the soul is self-active—that its activity is inherent. It is conclusive proof that the mind is more than a storehouse, that an idea is more than a thing. Association not only connects the various elements of soul life, but it is the basis of the mechanical life of the soul. The soul, like the body, is subject to and governed by the laws of habit.

ATTENTION IN EDUCATION—“Attention is the active self-direction of the mind to any object or thought which presents itself to it at the moment.” Without attention, there can be no perception; without perception, there is nothing to remember; hence there is no advancement. The art of teaching is the art of getting attention. Though a teacher possess all knowledge and speak with the tongues of men and of angels, if he has not the tact which secures and retains the attention of his pupils, he is a schoolroom failure. Without the indescribable art which holds the attention of the pupils, instruction is vain; the work and the prayers of the teacher avail nothing. Without the tact, the earnestness, the enthusiasm born of developed purpose, a teacher cannot reach the heads and the hearts of children.

CONCENTRATION OF ATTENTION—The clearest images and the deepest impressions are made when the mind is concentrated upon a single object or thought. We may perceive so feebly that the impressions will become confused with other feeble impressions and soon pass out of consciousness. It is thus clear that dissipation in teaching means a confusion of impressions and little advance in mental power or knowledge. Pupils may recite the same lesson several times and not really perceive a single principle in it. Only concentrated and intense attention yields permanent impressions. Only intense and prolonged attention can bring an object into clear consciousness, and only those objects which have been duly held in clear consciousness can be recalled. Teachers, accept this fundamental fact as a universal fact and set about studying how to get the undivided attention of your classes during recitation. Without the presence, tact and enthusiasm which compel attention

you cannot succeed in the schoolroom.

SUMMARY—The following is a brief summary of the successive steps in the process of acquiring knowledge. Through consciousness the soul recognizes self as separate and distinct from the not-self; through the senses it recognizes all else as external and not the self; through perception, it forms mental images of individual objects present in the external world; through conception, it forms classes of objects or abstract general truths; through judgment, it determines the truth or falsity of propositions; through reasoning, it sifts the wheat from the chaff and arranges the product of reason in its logical order. The relation which these steps bear to each other should be thoroughly understood by teachers.

There is no reason why the teacher of average ability should not understand the foundation facts of schoolroom psychology. They are easily learned and easily applied. Many earnest and inspiring teachers have studied words, but not the subject. Psychology is a study of the self. It cannot be learned from text books alone. In the text books we may find the facts of psychology, but not the subject of study. Text book facts can only aid one in the study of the laws which govern the actions of his own mind. The teacher who knows nothing of psychology must copy the methods of others. If he copies after good models, he may succeed as a teacher; if he copies after bad models, he must fail. In either case he is a machine. His instruction must lack the force of personal power; it must lack the enthusiasm which compels attention and which leads pupils to independent thinking. He will be afraid to venture beyond the traditional routine of his models: The work of the school or of life in general cannot be well done mechanically. Every successful teacher is partly original. Success depends more upon what is within than upon what is without.

No one without some knowledge of the laws which govern the operations of his own mind is consciously certain that his methods of instruction are in harmony with the laws which govern the minds of others. The study of psychology is a study of mental processes and products, rather than a study of text books. The essential facts of educational psychology are easily within the comprehension of the average high school pupil and should

be mastered during the high school course.

Teacher, learn how your own mind acts that you may know how the minds of your pupils act. By becoming thoroughly acquainted with yourself, you will better understand your pupils. By learning how you acquired knowledge, you will learn how to instruct others. If you would know the laws which govern the growth of mind you must experiment with your own mind. In the study of psychology the need of experiment with the self is exceedingly great. The general facts of psychology are best seen in the inductive processes which discovered them. Every teacher must discover these facts for himself through a study of self. Read psychologies, but study self. With the crude speculations of the psychological psychologist the practical teacher is not concerned, but with the everyday facts of educational psychology he should be deeply interested. A conscious knowledge of the essential facts of schoolroom psychology is all that the individual teacher needs, whether he teaches a country school or fills a chair in Harvard or Yale.

Psychology is the basis of the science of education. A teacher should know why he teaches a subject, and why he prefers his method of teaching to other methods. He should know how the mind grows and the effect that the study of any subject will have upon it. A teacher should know that the aim and end of teaching is mental power, not an accumulation of facts. He should know that the function of the school is to train the child for complete living. He should know that the school is only means to an end, and that the true end of education is right conduct. He should know that the chief business of the teacher is to teach, not to preach.

Your “American Journal of Education” is worth half a dozen of some other educational papers. ANNIE I. PEARSON.

Millford, Mo.

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THE NATIONAL EDUCATIONAL ASSOCIATION.

For several months we have been talking of the great gathering of the educators at Buffalo. The great meeting really exceeded the expectations of the most sanguine. Some estimated 15,000 teachers present, while others thought that the full 20,000 which Mr. Swift has been claiming were really at Buffalo, enjoying the enthusiasm and uplift of the great educational forces.

The program was the best that could be prepared, and was carried out on schedule time.

Superintendent Newton C. Dougherty made a model presiding officer. He is the embodiment of good nature and gentleness and yet one time, at least, it was proven to all that he could be as firm as a rock when occasion requires.

The local arrangement at Buffalo was simply perfect; everything went off without a single hitch anywhere.

Teachers one and all are loud in their praises of the beautiful city.

Music Hall was crowded to overflowing at every session. In fact, at no time could all who desired to get in be accommodated, and several overflow meetings had to be held.

Our St. Louis superintendent, F. Louis Soldan, was honored with the position of chairman of the nominating committee, and we know that a better selection could not have been made.

In the selection of officers for the ensuing year, no doubt the friends of each candidate did some hard work, but this was one of the great conventions of 1896 at which there was no bolt, and when the nominating committee recommended the election of Hon. Charles R. Skinner for president, Irwin Shepard, secretary, and I. C. McNeill, treasurer, they were unanimously elected. Hon. Charles R. Skinner is the state superintendent of New York, and has long been a leader in educational affairs in the East. He is a worthy leader of the National Association.

NOTES.

A meeting of the Educational Press Association was held at which business of great importance to the Educational Press was transacted. Twenty-two school journals were represented. Applications for membership were passed upon and several journals were admitted to membership.

Some of the mistakes made by the

New York papers in naming the pictures of the prominent educators were quite amusing to those who knew the familiar faces. Dr. Harris and the venerable Z. Richards had changed names, according to the News of July 7, and the Sunday World gave Newton C. Dougherty's name to Hon. Chas. R. Skinner and placed Dr. Skinner's name under Superintendent Dougherty's picture.

• • •

One of the very interesting features of the meeting was the educational exhibit on the second floor of Ellicott Square. Here were shown physical, and chemical apparatus, laboratory supplies, maps, globes, educational books, reference books, encyclopedias and dictionaries, kindergarten supplies, educational journals, etc. This room was crowded at all hours of the day and evening. This is a good feature and one that we hope will be kept up.

• • •

The subject of school hygiene received much attention. Dr. Wm. A. Mowry's very able paper brought the matter before the association, and we hope that the influence started here may result in lasting improvement.

• • •

Miss Mary T. Sasseen, the author and originator of Mothers' Day celebrations, was present and won many principals and superintendents to her plan of having a special Mothers' Day during the next school year.

• • •

The Principals' Male Quartet of Chicago were general favorites, both at the meetings and hotel gatherings.

• • •

The next meeting will probably be held at Minneapolis, but Superintendent Pettingill and his shouters are still in the race for Detroit and we can yet hear the ring of their shout of "Michigan! Michigan! N. E. A.!"

A FEW TEXTS FROM THE GREAT SPEECHES.

"Whenever you crowd 500 children into one building, with its accompanying crowding of classes, you hinder education instead of helping it."—Bishop Spaulding.

"The study of Greek literature, the greatest of the literatures of the past, and the study of French literature, the other great literature of the present, will lead us toward that Ameri-

can cosmopolitanism which is the antithesis of both provincialism and colonialism."—Brander Matthews.

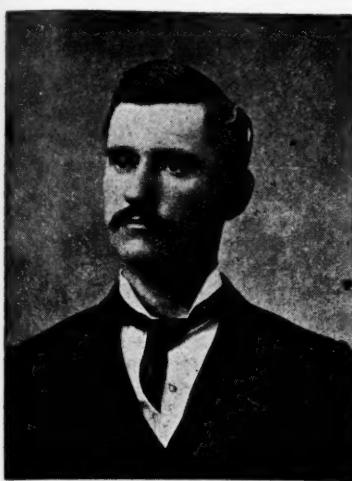
"Clear thinking and clean acting, we believe, is a product of the study of nature. When men have made themselves wise, in the wisdom which may be completed in action, they have never failed to make themselves good."—Dr. Brumbaugh.

"Let teachers set forth the culture value of science, as of far more importance than its mere money-making value. Through science study quickness and accuracy of observation, accuracy in generalization and the ability to suspend judgment in the absence of sufficient data are developed. It leads to a higher appreciation of nature and the ability to see the relations of part to part, and finally to a proper appreciation of man's place in nature."—Prof. Chas. E. Bessey.

IN LIGHTER VEIN.

Ye associate editor was determined to see all of the great sights around Niagara. We went up in the tower and saw it all as a bird's eye view, then visited the many picturesque places around the American falls on Goat Island and vicinity and lastly took a ride on the great and only Gorge Route, which runs along the water's edge from Niagara to Lewiston. It was on this memorable trip that an accident occurred which, but for the timely assistance rendered by those on the car, might have caused dire results to follow.

Ye associate editor was enjoying the beauties of the scene, High Rocky cliff on one side, the green, rolling Canadian hills opposite and the mighty, roaring, plunging splashing Niagara rushing through the gorge between when suddenly the wind lifted ye associate editor's hat high above the crowd as if to carry it to the Devil's Hole and there bury it in oblivion. Miss Granger of the Hinsdale, Ill., school, reached for it, but it passed on. Miss Drew of the Ray school, Chicago, muffed it like a hot base ball, but still it went on, and was just leaving the car when Miss Zimmerman of the Chicago Marshall High School gave a dexterous spring and made a catch that would do honor to any professional. The hat was returned to the owner, and we desire to here return our sincere thanks to all who assisted in its capture.



W. H. MARTIN,
President Missouri State Teachers' Association.

MISSOURI STATE TEACHERS' ASSOCIATION.

The State Association at Pertle Springs, although not so largely attended as many would wish, yet was full of zeal and enthusiasm. The papers were carefully prepared and well delivered, many, however, we think were entirely too lengthy. One of the most important subjects on the program, "Civil Service for Teachers," was passed over. We are glad to be able to promise our readers Prof. Fairbanks' very able paper on that subject, which will appear in the next issue.

The report of the committee on classification of colleges provoked a very lively discussion, but was almost unanimously adopted.

The report was read by Dr. Jesse of Columbia, who was chairman. The keynote of the report was one which Dr. Jesse mentioned in his concluding remarks. That colleges were divided into two classes, "real and spurious."

RADICAL CHANGES.

The plan of holding the association during the Christmas holiday season is a move in the right direction, and we predict that it will more than double the attendance. The association also adopted a new plan of appointing the nominating committee and committee on time and place. One member of these committees is to be appointed from each congressional district by the teachers in attendance from that district.

This, also will be a very popular

change, as it will make each individual teacher feel that he is in a truer sense a part of the association and will avoid the very appearance of ring rule. The following resolution aims at a much needed change in the preparation of the program:

Resolved, that the length of sessions shall be reduced to two and a half hours. Second, that the maximum number of subjects of any session shall not exceed two. That the length of papers be limited to thirty minutes, and that the time shall not be extended. That but one person shall be appointed to discuss each subject and that his time shall not exceed ten minutes. But that each subject be followed with a general discussion.

A good program prepared on this plan and well carried out will give us the liveliest kind of a meeting at Sedalia in December.

Prof. F. M. Walters read the report of the special committee on county supervision. It was in brief a petition to the legislature for county supervision and the following was adopted with the resolutions:

Resolved, that it is the conviction of this convention that the rural schools can never attain that degree of excellence which should characterize them until the general assembly provides for efficient supervision.

County supervision is the next step to be taken. Let every teacher in the state talk it up and work to that end.

The following officers were elected: W. H. Martin, of Lamar, president. J. A. Whiteford of Moberly, secretary.

J. A. Merrill of Warrensburg, treasurer.

G. V. Buchanan, of Sedalia, railroad secretary.

The committee recommended that the executive committee appoint a press secretary.

The report was adopted and President White appointed Mr. Hollister and Mr. Carrington to escort the newly elected president to the chair. After remarks from the retiring and incoming presidents the convention adjourned.

NOTES.

Prof. J. M. White made a model presiding officer.

Hon. L. E. Wolf and Prof. X. P. Wilfley proved themselves easily the orators of the occasion.

In the discussion of the report of the

committee on classification of colleges many said that Miss Anna L. Clark made the most convincing speech.

Hon. T. L. Ruby was the parliamentarian of the occasion. His motions were always made just where they were the most effective.

J. G. R.

IMPORTANCE OF EARLY TRAIN- ING.

In Froebel's system of education the three-fold nature of the child is considered and provision made for physical, moral and intellectual culture, and the mind is so employed by a connected series of occupations that its restless activity finds gratification in instructive work. The children in a kindergarten are not only directed how to accomplish certain things, but they are also encouraged to observe and invent for themselves. In this way habits of observation and attention are cultivated, which are invaluable in the acquisition of knowledge, and which make the regular school work, when entered upon, much easier.

It has been shown that one year of the primary school can be omitted by children who have been a sufficiently long time in a kindergarten. How many people we meet everywhere who, having eyes, see not, and having ears, hear not! Who can doubt that the child that has been trained to use his eyes and ears has in his hands the magic key which shall open for him the different rooms of the great realm of knowledge?

STUDY THE CHILD.

One of the most noticeable and important signs of the times is the attention that is being paid to the wants and necessities of children. Learned professors are engaged in the study of child mind, books on the care and development of children are published by the thousands and the kindergarten has been recognized as one of the most important features of public education.

This sentiment has grown out of the timely recognition of the fact that the child is the future citizen; that he is, in the evolutionary and the philosophic sense, the father of the man, and that the strength of the nation as well as the good of society mainly depend upon his training and the way in which he is fitted for future usefulness.



I. SPELLING.

1. Spell: Cupboard, piazza, scultery, February, stomach, sycamore, lilac, vermillion, mackerel, pigeon lattice, prairie, weasel, rhinoceros, walrus, belles-lettres, geyser, Shakespeare, gypsy, strychnine.

2. Define or use in a sentence: Council, counsel; mussel, muscle; air, heir; beacon, beckon; disease, decease; allude, elude, illude; dense, dents; glaciator, glazier; idle, idol, idyl.

3. Pronounce by marking diacriticals: Symphony, solo, quartette, opera, anthracite, serpentine, sardonyx, carbuncle, Louisiana, Atlanta, hussar, cannonade, armistice, brigade, cartridge, bronchitis, cholera, mercury, quinine, gaseous.

4. Write the singular: Mosquitoes, pence, calculi, were, those, couple.

5. Make five diacritical marks, and explain their use.

5. What letters are liquids, why so called?

7. What importance do you give spelling in the second curriculum? Give a good method of teaching spelling.

8. ARITHMETIC.

1. Define aliquot, percentage, insurance, duties on customs, and mensuration.

2. When it is 10 o'clock a. m. at Louisville, what time is it 48 degrees, 35 minutes, 25 seconds east of it?

3. A circular piece of ground 100 feet in diameter sold at 10 cents a square foot. How much did it bring?

4. Find the discount at 6 per cent. of a \$300 note due in two years, bearing interest at 8 per cent. Also give present worth.

5. Ten years ago a son was one-one-third as old as his father, but two years hence he will be one-half as old. What the age of each?

6. How many gallons in a cylindrical tub 5 feet in diameter and 7 feet deep?

7. Too technical to print.

8. If it takes 10 men 24 days of 8 hours each to build a wall 45 feet long, 3 feet thick and 8 feet high, how many days of 10 hours each will it take 12 men to build a wall 75 feet

long, 3 feet thick and 6 feet high. By proportion.

9. Bought sugar for refinery; 6 per cent. is wasted in the process; 30 per cent. becomes molasses, which is sold at 40 per cent. less than the same weight of sugar cost; at what per cent. advance 85 on the first cost must the clarified sugar be sold, so as to yield a profit of 14 per cent. on the investment?

10. Find the sum whose true discount for three years is \$12 more at 6 per cent. than at 5 per cent. per annum.

GRAMMAR.

1. Give principal parts of the verbs: Go, strive, spell, hit, dig.

2. Write possessive plural form of the following: Son-in-law, glory, handful, beef, oasis.

3. How many classes of sentences with respect to use? Define each.

4. Write a sentence containing an adjective phrase, one containing an objective phrase, and one containing an adverbial phrase.

5. What is language? Voice? Speech?

6. Give a sentence containing all the parts of speech. Parse each word.

7. What is a verbal noun? Give a sentence containing one and parse it.

8. Define pronoun, relative pronoun, and compound relative pronoun.

9. Analyze the following sentences and parse italicized words:

"Oft did the harvest to their sickle yield,

Their furrow oft the stubborn glebe has broke;

How jocund did they drive their teams afield!

How bow'd the woods beneath their sturdy stroke."

10. They told him that they were pilgrims, and that they had lost their way.

GEOGRAPHY.

1. Why is the climate of the western coast of North America milder and more uniform than that of the eastern coast?

2. What are the causes of the unequal length of day and night?

3. What beasts of burden are used by the Laplanders, the Esquimaux, travelers crossing the Sahara?

4. Where do we get opium, cloves, wines, silks and copper?

5. What two empires of Europe extend into Asia?

6. What is the greatest longitude a place can have? The greatest latitude? Where is there neither longitude nor latitude?

tude nor latitude?

7. Name and give the capitals of the States that border on the Mississippi River.

8. Name all the peninsulas of Europe and Asia.

9. Give the natural water route from St. Louis to Chicago.

10. What are the political divisions of Asia?

HISTORY.

1. Give the periods into which the history of the United States may be divided.

2. Give the name and dates of the wars known as "Intercolonial Wars."

3. Name five causes that led to the Revolutionary war. When and where was the first battle?

4. Give the names of fifteen persons that have been Governors of Kentucky.

5. Name and locate five battles that were fought on Kentucky soil during the Civil war.

6. What is the Monroe doctrine, and what recent event has led the United States to reassert it?

7. Name five foreigners who assisted the United States in the Revolution.

8. What were the Alabama claims, and how settled?

9. What position did Kentucky assume at the opening of the Civil war?

10. Give name and date of settlement of the thirteen original colonies.

PHYSIOLOGY.

1. Define physiology, anatomy, hygiene.

2. Name four uses of the bones. How many bones in the skeleton?

3. Name some bones that are united by ball and socket? By hinge? By sutures? By cartilages?

4. Describe the eye.

5. What evidence have we that the use of tobacco is unnatural? What effect has the habitual use of alcohol upon the body?

6. Why does exercise raise the temperature of the body?

7. By what process does the nutritive part of the digested food pass out of the alimentary canal into circulation; into what circulatory vessels does it immediately flow?

8. What mechanical principle is illustrated in the structure of long bones?

9. What are the bronchial tubes; the villi?

10. How is our health affected by our occupation; by our habits?

CIVIL GOVERNMENT.

1. Name four different kinds of government, and give examples of each.

2. What do you consider the most stable nation of the world? Give your reasons.

3. Name the four most prominent political organizations of the United States, and give the most important views of each.

4. How many Congressional Districts in Kentucky? Name five of the present Congressmen of Kentucky.

5. Define what is meant by politics.

6. What was the objection to the articles of confederation?

7. Who are voters in Kentucky?

8. What are the advantages of the secret ballot system of voting over the *viva voce* system? Where did this system of voting originate?

9. Give the different steps by which a bill becomes a law.

10. If an officer when impeached is convicted, what is the heaviest penalty; the lightest penalty?

SCIENCE AND ART OF TEACHING.

1. Name some advantages of cultivating the powers of observation.

2. What should be the aim in primary language lessons?

3. What is to be done with pupils apt in some studies and dull in others?

4. Write a daily program for a country school.

5. What parts of every subject should be memorized? Why?

6. What would you do if one of your patrons should excuse his child from writing a composition, and order you to do the same?

7. If the trustees should pay your school a visit and criticize you severely for what you know to be your duty, what would you do then and afterwards? Explain.

8. Define teaching. What works have you read on teaching?

9. What is the fundamental idea in education?

10. What evils result from a slavish use of the text books by the teacher?

ANSWERS.

GRAMMAR.

1.

Present.	Past.	Perfect Per.
Go,	Went,	Gone,
Strive,	Strove,	Striven,
Spell,	Spelled,	Spelled,
Hit,	Hit,	Hit,
Dig.	Dug.	Dug.
2. Sons-in-law's,	glories',	either

handfull's or handfuls', beev's, oases'.

3. Four. a. Declarative asserts a thing as a fact. b. Imperative expresses a command, exhortation or entreaty. c. Exclamatory expresses strong or sudden emotion. d. Interrogative is used in asking a question.

4. a. Washington, the father of his country, was chosen. b. He knew when to sell. c. He will come by and by.

5. a. Language is any method of communicating thought. b. Voice is that property of a transitive verb which shows whether its object is acting, or being acted upon. c. The expressing our thoughts by means of words.

6.
"When all thy mercies, O, my God,
My rising soul surveys,
Transported with the view, I'm lost
In wonder, love and praise."

a. When, adverb, conjunctive—joins I'm lost, etc., and my rising soul surveys, etc. b. Thy, pronoun, personal, modifies mercies. c. O is an interjection. d. Rising, participle adjective, modifies soul. e. Surveys, verb, regular, transitive, active, indicative, agrees with soul. f. Transported, participle, present, modifies subject of proposition. g. The, article, definite, modifies view. h. And, conjunction, co-ordinate, copulative, and connects love and praise. i. Praise, noun, common, abstract, object of preposition in.

7. a. A verbal noun is an infinitive or participle used as a noun. b. I insist on going to school. Going is a verbal noun, participle, from verb go, went, gone. As a participle it is present, intransitive, and as a noun it is of neuter gender, third person, singular number, and in objective case, governed by preposition on.

8. a. Pronoun is a word used instead of a noun. b. A relative pronoun is one that generally stands in close relation to an antecedent, and joins a descriptive clause to it. c. Compound relative pronouns are who, which or what, with ever or soever annexed to them.

9. a. Oft did the harvest to their sickle yield. Their furrow oft the stubborn glebe has broken. Sentence, compound, declarative. Complex subject of first proposition—the harvest. Simple subject—harvest modified by the, adjective element of first class. Complex predicate of first proposition—Oft did yield to their sickle. Simple

predicate—Did yield, modified by oft, adv. element of first class. Also modified by to their sickle, adverbial phrase. Complex subject of second proposition—Their furrow. Simple subject—Furrow, modified by their, simple adjective element of third class. Complex predicate of second proposition—Oft has broke the stubborn glebe. Simple predicate—Has broke modified by oft, adverbial element of first class. Also by stubborn glebe adverbial phrase.

b. How jocund did they drive their teams afield! Sentence, simple, exclamatory. Complex subject—They. Simple subject—They, unmodified. Complex predicate—Did drive their teams afield how jocund. Simple predicate, did drive, modified by their teams, objective element; modified by afield, adverbial element; modified by how jocund, adverbial element.

c. How bow'd the woods beneath their sturdy stroke, is analyzed similarly to sentence b.

d. Oft, adverb, modifies did yield. Sickle, noun, object proposition to. Furrow, noun, subject of has broke. Glebe, noun object of has broke. Jocund, adjective used as an adverb, modifies did drive. Afield, an old preposition and objective used adverbially, modifies did drive. Bow'd, verb, agrees with woods. Beneath preposition, shows relation between bow'd and stroke. Stroke, noun, object of beneath.

10. a. They told him that they were pilgrims and that they had lost their way. Sentence, may be either called simple or partial compound, declarative. They, both complex and simple subjects. Complex predicate—Told him, etc. Simple predicate—Told, modified by (to) him, adverbial phrase. Also modified by the two clauses that they were, etc., and that they had lost, etc., which constitute a complex and compound objective element.

b. Told, verb, agrees with they. That, subordinate conjunction connects told, with they were pilgrims. Pilgrims, noun, predicate after were. That, subordinate conjunction connects told and they had lost their way. Had lost, verb, agrees with they. Way, noun, object of had lost.

GEOGRAPHY.

1. The ocean winds which blow over the Pacific slope make that side of the continent much warmer than the corresponding latitudes of the Atlantic

coast where the winds are mainly land winds.

2. The inclination of the earth to its axis and its yearly motion.

3. a. Reindeer. b. Reindeer and dogs. c. Camels.

4. a. India. b. Africa and South America and East Indies. c. France. d. India, China and Japan. e. From coasts of Lake Superior.

5. Russia and Turkey.

6. a. 180 degrees. b. 90 degrees. c. Where a prime meridian touches the equator.

7. Louisiana, Baton Rouge; Mississippi, Jackson; Arkansas, Little Rock; Tennessee, Nashville; Missouri, Jefferson City; Kentucky, Frankfort; Illinois, Springfield; Iowa, Des Moines; Wisconsin, Madison; Minnesota, St. Paul.

8. Hibernian, Italian, Jutland, Scandinavian, Balkan, of Europe; Malay peninsula, Arabian, Corea, Kamchatka, of Asia.

9. From St. Louis down the Mississippi River to its mouth; thence through Gulf of Mexico and Florida Strait to Atlantic Ocean; thence to Gulf of St. Lawrence and up St. Lawrence River to Lake Ontario; thence through Lake Ontario, Lake Huron, Lake Superior and Lake Michigan to Chicago.

10. Siberia, Corea, Chinese Empire, Siam, Anam, Burmah, Farther India, India, Afghanistan, Persia, Arabia, Turkey in Asia, Beloochistan.

HISTORY.

1. Period of Exploration and Discovery, Period of Colonization and Unification, Period of the Republic.

2. King Williams' War, 1689; Queen Anne's War, 1702; King George's War, 1744. French and Indian War, 1754.

3. a. Taxation without representation. b. The king dissolving our representative bodies without our consent. c. King making judges dependent on his will alone for terms of their offices. d. Keeping standing armies in the colonies in time of peace. e. King taking away charters, and abolishing laws against the will of the American people.

f. Lexington, Massachusetts, April 19, 1775.

4. Isaac Shelby, James Gorrard, Christopher Greenup, Charles Scott, George Madison, John Adair, Joseph Desha, Thomas Metcalfe, John Brethitt, James Clark, Robert P. Letcher, William Owsley, John J. Crittenden,

Lazarus W. Powell, Charles S. Morehead.

5. Mt. Sterling, Montgomery County, Richmond, Madison County, Perryville, Boyle County, Mill Spring, Pulaski County, Cynthiana, Harrison County.

6. President Monroe, in his message of December 2, 1823, said, speaking of the proposed interference of European governments in America: "We should consider any attempt on their part to extend their system to any portion of this hemisphere as dangerous to our peace and safety." h. This sentiment has since been known as Monroe Doctrine. It has recently been brought prominently before the public by the trouble between Venezuela and England.

7. Baron Steuben, Count Pulaski, Baron De Kalb, Marquis de Lafayette, Count de Grasse.

8. Claims filed by United States against Great Britain for damages done by the Alabama and other Confederate war vessels, built in England during the Civil War. The claims were settled by the treaty of 1871, in which England agreed to pay the United States \$15,500,000 damages.

9. A position of neutrality.

10. Delaware, 1638; Pennsylvania, 1682; New Jersey, 1617; Georgia, 1733; Connecticut, 1634; Massachusetts, 1620; Maryland, 1634; South Carolina, 1670; New Hampshire, 1627; Virginia, 1607; New York, 1613; North Carolina, 1663; Rhode Island, 1636.

PHYSIOLOGY.

1. a. Physiology, that science which treats of the functions of different organs of living bodies. b. Anatomy, that science which treats of the structure of living bodies. c. Hygiene, that science which treats of the laws of health.

2. They hold the body erect, give shape to body, constitute frame work of body, serve as levers for muscle and protect delicate internal organs.

3. a. Humerus bone is thus united to scapula, and femur to innominate. b. Bones of fingers. c. Bones of skull. d. Ribs and sternum.

4. The eye is the organ of sight, and the parts belonging to the eye or auxiliary to its use, are the eye-ball, eye-brow, eye-lids, cilia or eye-lashes, lachrymal and meibomian glands, tear passages, muscles and optic nerve. The immediate parts of the eye sclerotic coat, choroid coat, iris, Retina, ciliary processes, aqueous humor, crystalline humor, vitreous humor.

5. a. Science has ascertained that it lowers the general health, decreases the digestive capacity, and weakens or irritates the nerve and brain. b. The habitual use of alcohol will lend to muscular tremors, loss of sleep, noises in the ears, dull headaches, redness around nose and mouth, dyspepsia, fatty heart, impaired mental condition and general weakness of body and mind.

6. We breathe more rapidly when exercising and as a consequence more oxygen, the healing element is brought in to the body. Moreover, the blood circulates more rapidly when muscular activity is in progress.

7. a. Absorption. b. Villi, small tubes which lead into the lacteals.

8. That hollow cylinder will support a greater weight than a solid pillar or lever made from some material, and hence the long bones are made hollow insuring not only greater strength but lightness.

9. a. The bronchial tubes are the subdivisions of the bronchi which conduct the air to all parts of the lungs. b. The villi are very fine, thread-like tubes, which conduct the air from the small intestines into the lacteals.

10. Some occupations such as boating on rivers and driving teams necessarily at times cause great exposure of body to inclement elements; others, such as house painting or mining, cause the lungs to be frequently filled with poisonous gases; and still others, such as preaching or teaching, create great strain upon the nerve powers. Scientists have determined that persons who are regular in their habits most generally enjoy the best health and live the longest. Some habits, such as the constant use of intoxicating spirits, or of deadly narcotics, bring poisonous elements into the system which cause different organs to become deranged and a consequent loss of health.

CIVIL GOVERNMENT.

1. Theocratic, as the government of the ancient Israelites.

Monarchical, as the government of England. Republican, as the government of the United States. Democratic, as the government of ancient Athens.

2. The answer to this question is a mere matter of opinion. Some have considered the government of Great Britain as very stable from the fact that it is a limited monarchy, and numerous safeguards are thrown around the government to prevent its

overthrow in times of great public excitement. Besides the constitution of England is unwritten, and has a consequent wider range from construction than written constitutions.

3. Democratic party—Tariff reform, and equal advantages to all occupations. Republican party—Protection to American industries, and increased wages to laboring men. Prohibition party—Abolition of the liquor traffic, and purity of American homes. Populist party—Free coinage of silver, and more attention paid to farmers, and other toilers in distribution of governmental patronage and protection.

4. Eleven. Walter Evans, First District; W. C. Owens, Seventh; James B. McCreary, Eighth, Joseph Kendall, Tenth, and David G. Colson, Eleventh.

5. Politics is of Greek origin and formerly meant the affairs of a city. But in modern times it has been extended so as to include nearly everything pertaining to government. A man is said to be in politics when he is a candidate for some office, or when he is using his might to elevate a friend to some official position.

The chief objection to the articles of confederation was that they provided for no executive power, and while Congress makes laws, there was no power to enforce them; and could levy taxes, with way to collect them.

7. All male residents over twenty years, born or naturalized in this country, who have resided in Kentucky for two years next preceding the election at which they may desire to exercise the right of suffrage—or legal voters, provided he has been in his county, town or city one year, and in his precinct sixty days. Widows and spinsters when they have the charge of children, are legal voters in school elections.

8. a. It prevents the noise and confusion which often attended the *viva voce* system, protects laborers from influence of employers, shields weak men from the control of those with stronger wills, prevents the buying and selling votes, and puts the poorer candidate on an equal footing with his richer competitor. b. Australia.

9. A bill is first introduced into a legislative body by some member, when it is referred by the speaker to the proper committee. Then the committee examines it thoroughly and makes a report to the General Assembly, either favorable or unfavorable, after which the House takes a vote upon the bill, and if it fails to meet the

sanction of a majority of the members—it is dead, unless a vote to reconsider should revive it. But if a majority of the members vote for the bill, it is immediately transferred to the chief executive, who examines it carefully, and if favorably impressed, adds his signature and makes it law. But if he does not approve of the measure, he sends it back to the House with his veto, where it will require a two-third vote to make it a law without his consent. In cases where the chief executive allows bills to lie on his table for ten days without his approval or veto, they become laws without his signature. Where there are two Houses, an upper and lower, a bill is acted upon by both of them before going to the chief executive.

10. a. Removal from office and disqualification from holding any office of trust under the government. b. Removal from office, or public censure.

SCIENCE AND ART OF TEACHING

1. a. It lays the foundation of all knowledge. b. It gives clear conceptions of things. c. It makes learning continuous.

2. To get pictures of words and proper forms of letters and small compositions indelibly impressed upon the mind; and to enlarge the vocabulary, and give a wider scope of thought.

3. Endeavor as much as possible to interest them in the studies in which they are backward. Use different methods of presenting subjects to them and in the change you may strike some plan, which will unravel the mysteries which have perplexed them.

4. See subsequent issue of "Southern School."

5. Leading facts and material parts. Because the mastery of any subject requires that these things should be vividly impressed upon the mind.

6. I would see that the child wrote the composition, and if convenient, try to explain in a friendly way the advantage that the child might receive from the writing, and the evil results which would probably follow from excusing pupils from such tasks.

7. If I could not have my way in a matter in which I knew I was right, I would resign.

8. Teaching according to Dr. White is the act of presenting objects and subjects of thought to the pupil's mind as occasions of mental activity and knowledge.

9. To enlarge the usefulness of the individual, to make better men and women, to elevate society, and to lessen crime.

10. It destroys to a great extent the teacher's power of originality, and makes his mind "a stagnant pond" rather than a "running stream." Teachers who follow the text book rigidly never have that power to entertain classes which is enjoyed by his more original fellow teacher.

EDUCATIONAL NOTES.

New Haven, Conn., has eight excellent public kindergartens, with an enrollment of 465 children. There are no less than 2,500 children between three and four years of age, to whom not even the public kindergartens are open. The Elm City Kindergarten Association was organized a few years ago to meet the great need for kindergarten work in the crowded parts of the city. The kindergarten opened by them at Welcome Hall on Oak street has met with remarkable success, both in numbers of children gathered in and in the refining and elevating effect it has exerted upon them. In connection with this kindergarten is a training school for teachers, all of the assistant teachers being pupils in the training department. The success of the work and the great need in other districts of the city led the association to establish another kindergarten in Lloyd street, and within a week the room was full and numbers had to be refused admittance.

The educational institution for colored pupils founded at Tuskegee, Ala., by Booker Washington, has seventy-eight teachers and an attendance of 1180. The pupils earned \$45,288 last year in their shops and dairies and the school received in gifts nearly \$60,000. Here is an instance of what can be accomplished by a capable and resolute leader in a good cause.

The catalogue of the University of Colorado is comprised in a volume of 162 pages. Its courses of study are full and excellently arranged. Dr. Baker is proving himself an efficient executive, among other things in the selection he makes of men to head the various departments.

Located amid magnificent scenery and in a specially bracing climate, and standing at the head of the educational interests of a growing State, this institution is going certainly to develop rapidly into one of the most important centers of culture in the West.

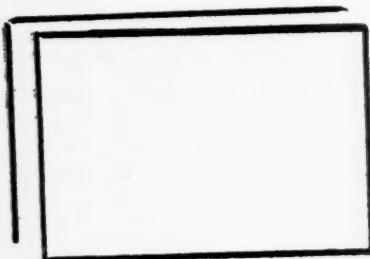


DRAWING LESSONS.

By J. H. Barris.

Lesson XXX:

1. Draw lines as figure 1.
2. Add lines as figures 2 and 3.
3. Complete by adding lines as figure 4.



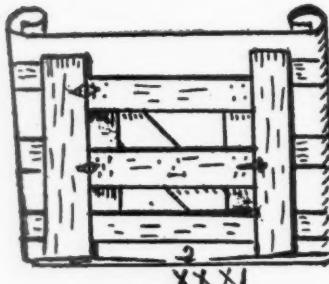
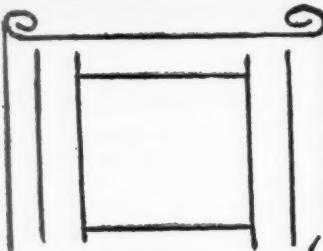
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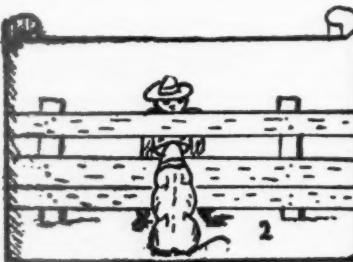
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XXXI



2



XXXII

Lesson XXXI:

1. Draw lines as figure 1.
2. Complete by adding lines as figure 2.

Lesson XXXII:

1. Draw lines as figure 1.
2. Complete by adding lines as figure 2.

"A penny for your thoughts," said Miss Ricketts, playfully, to Mr. Gildersleeve. "They are worth far more than that, Miss Ricketts" replied the young man, "for I was thinking of you." When he proposed a little later she didn't say a word about it's being so sudden.

EXAMINERS' TEST.

The practical examiner will quietly present a class of questions which we designate as "thought topics" for want of a better term; he usually places one in each branch, and in order that you may the better understand us we present a few that we have used. You will do well to master them:

1. Extract the square root of 144 thousandths. This is quite easy, yet many old teachers will jump at the conclusion that 12 is the answer and write it. Please solve it.

2. Which way is Cape Farewell from the North Pole? One-third of some classes in an examination will say, "It is southeast of the North Pole." Is it? In what direction are all places on the earth's surface from the North Pole? From the South Pole?

3. Correct, if necessary: "Milo began to lift the ox when he was a calf." We have examined dozens of manuscripts in which the applicant would say, "This sentence is correct." Is it? Why so, or why not? Look out for similar ones in the examinations.

4. What is the difference between true and bank discount? Many very good teachers forget that in order to show this difference the same time must be used, and in the same way forget that it can be easily stated in a few words; instead of this take some problem for an illustration and forget to answer the question. Here is the correct answer to the question as presented: "The difference between true and bank discount is the simple interest on the true discount for the same time." Test it.

5. Divide $12\frac{1}{2}$ into two such parts as that one shall be $12\frac{1}{2}$ times the other. Oh, that is easy, you say, and then make a mistake; don't do it. Please do not omit this one.

6. A place is 40 miles due south of _____ and another 40 miles due west of it; if the earth were a plane what is the shortest distance between them. Be sure to make a diagram and apply the dimensions.

7. What places have no latitude? No longitude? Neither longitude nor latitude?

8. Write a complex-compound sentence. Since but a few authors name this term, it is apt to annoy applicants. Simply think of two complex sentences and connect them by some co-ordinate conjunction.

9. If the earth were inclined 30 degrees instead of $23\frac{1}{2}$, what would be the width of each zone? Make a diagram and then simply remember that the sun always illuminates a circle 45 degrees from its perpendicular at the earth's surface; keep this in mind and you can fix the circles and thus limit the zones.

10. In which month are we nearest the sun? When the sun is lowest in the heavens at noon; why? Make dia-

gram showing its position for each month, with the sun at one of its foci.

11. What country in America is in the same latitude as Ireland? Compare them as to climate. Give reason for your answer. Write out the answer to the first and then investigate; did you not make a mistake? Investigate until you can answer fully.

12. Take the course of study and make out the classification for September.

13. Tell how you would teach the spelling in the fifth and sixth year's work (September).

14. Which do you think was the most important engagement of the

late civil war? Why? This is a question for your judgment to decide, and you should be careful in giving the reason.

15. When it is 10 a. m., longitude 90 degrees w., what is the longitude where it is 8 minutes to 4 a. m.?

16. Why does the sun shine into the north window morning and evening a part of the season?

17. How many parallels between the poles and the equator? How many meridians may a place have?

18. $6 \times 87 \times 0 \times 6 \times 90 = ?$ Be on your guard, and remember that 0 used as a factor produces 0.—Trainers' Lesson Leaf.

PLATE 6.

yy yy yy yy yy yyyyyyyyyy
your yam yarn yea year yawn
yz yz yz yz yz yzzzzzzzzzzz
zumology zither zodiac you are zero
qf
general gammon genuine genius qf

Review.

illumine uncertain wane malice
vacant xebec occur accent cancer v
raisin sauce tenor dawn larva ham

LESSONS IN VERTICAL WRITING.

By E. C. Mills, Western Normal College, Bushnell, Ill.

NO. 7.

Some advocates of the vertical system, in their wild enthusiasm, would lead you to believe that spinal curvature and nearly every disease of the eye are caused by slant writing. This is very unjust. It is bending over some musty old books and the unhygienic position indulged in by pupils in our schools during the time of study that

help to cause these deformities, and not merely the position while writing. As a rule we find the pupils sitting in a better position during the writing hour than at any other time during the day. We think vertical writing has some advantages over the slanting style, and that the latter has some points of excellence not found in the upright system.

The way to find out the truth is to give each system a careful investigation. Use good sense and depend upon your better judgment.

INSTRUCTION.

On plate 6 we finish all the small let-

ters and we hope you have practiced faithfully on these. The ability to make a page look well depends a great deal on how you form the small letters, as you probably write from twenty-five to fifty or more small letters to every capital. Beginners usually have the fault of spending too much time practicing on the capitals and not enough time in perfecting the small letters. Pay attention to the little things.

Next take up the review work and write fifteen or more lines of each copy. Let your motto be, "Not how much, but how well."

ETYMOLOGY.

BY. U. S. CLARK.

1. Jubilee, Hebrew, *yobel*, the blast of a trumpet.
2. Ubiquitous, *Lat.*, *ubl*, everywhere.
3. Seismography, Greek, *seismos*, an earthquake; *grapho*, I write.
4. Presbyterian, Greek, *presbuteros*, an elder.
5. Episcopal, *Episcopalian*, *episcopus*, a bishop.
6. Prevent, *Lat.*, *prae*, before; *venio*, I come.
7. Preposition, *Lat.*, *prae*, before; *pono*, I put.
8. Ponderous, *Lat.*, *pondus*, weight.
9. Pomaceous, *Lat.*, *pomum*, an apple.
10. Polytheist, Gr., *poly*, many; *theos*, a god.
11. Polysynthetic, Greek, *poly*, many; *sun*, together; *thesis*, to put.
12. Polyglot, Greek, *poly*, many; *glossa*, a tongue.
13. Plebian, *Lat.*, *plebs*, the people.
14. Pathology, Greek, *pathos*, feeling; *logos*, word.
15. Pathetic, Greek, *pathos*, feeling.
16. Parliament, French, *parler*, to speak.
17. Parley, comes from the same French root.
18. Necropolis, Greek, *nekros*, dead; *polis*, city.
19. Nautilus, Gr., *naus*, a sailor.
20. Neighbor, Saxon, *neah*, near; *bor*, a village from Gothic, *bua*, to dwell.
21. Navigation, navigable, navigate, from *Lat.*, *novis*, a ship.
22. Miscellaneous, *Lat.*, *mixeo*, to mix.
23. Agriculture, *Lat.*, *ager*, a field; *colo*, I work.
24. Homophonous, Greek, *omos*, same; phone, sound.
25. Horizon, Greek, *orezien*, that which bounds; to bound.
26. Thimble, modified from thumb-bell, because originally worn on the thumb.
27. Damask, so called because first made in Damascus.
28. Euphrates, derived from a Hebrew word, *perat*, to make glad.
29. Ethiopia, from Greek, *althes*,

burnt; *opsis*, from Hebrew, *apens*, the face.

30. Israel, Hebrew, *Saroh*, one who fights and *El*, singular of *Elohim*, God. In Hebrew, *El* is the singular of God, *Elohim* is the plural, and *Elohol* is the poetic plural.

31. Plenipotentiary, *Lat.*, *plenus*, full; *potens*, power.

32. Monograph, Greek, *monos*, alone; *grapho*, I write.

33. Mortification, *Lat.*, *mortis*, genitive of *mors*, death; *facio*, I make.

34. Judicial, *Lat.*, *Judex*, a judge.

35. Militia, *Lat.*, *miles*, a soldier.

36. Mature, *Lat.*, *maturus*, ripe.

37. Lithograph, Greek, *lithos*, a stone; *grapho*, I write.

38. Lithology, Greek, *lithos*, stone; *logos*, word.

39. Literature, *Lat.*, *litera*, a letter.

40. Irruption, *Lat.*, *ir*, altered from *in*, for the sake of euphony; *rumpere*, to break.

41. Intersperse, *Lat.*, *inter*, between; *spargo*, I scatter.

42. Floriculture, *Lat.*, *flos*, a flower; *colo*, I work.

43. Felicitous, *Lat.*, *felix*, happy.

44. Federal, *Lat.*, *foedus*, a league.

45. Expansible, *Lat.*, *ex*, out; *pando*, I stretch.

46. Epidemic, Greek, *epi*, upon; *demos*, the people.

47. Epizootic, Greek, *epi*, upon; *zoon*, an animal.

This word is wrongly pronounced *epizootic*, properly, *epi-zo-ot-ic*.

48. Angle, Greek, *angulus*, a corner.

49. Epiglottis, Greek, *epi*, upon; *glossa*, a tongue.

50. Crystalline, Greek, *krustallos*, ice.—The Teachers' Ald.

OUR COUNTRY.

A LESSON IN PATRIOTISM.

My dear Boys and Girls: I am sure that if all the cousins of the Circle could have been in St. Louis during June 16, 17 and 18, they would be quite in the mood to celebrate this year the Fourth of July. As many of you probably know, the National Republican Convention was held here during those days, thousands of men coming together—for what, do you suppose? Why, to talk over who should govern our great country for the next four years, and to express their ideas as to the way in which it should be governed. This is called "Nominating a President and Vice President" and "Making a platform." Every State in the United States sent Republican delegates here for this purpose, St. Louis built a great building (which will seat more than thirteen thousand men) in which to hold their sessions, and all St. Louis' homes and hotels did what they could do to make such hosts of people comfortable. The streets were all brilliant with flags and campaign pictures and gay with the music of brass bands. Next month another meeting of the same kind will be held in Chicago. Democratic delegates from all the States will gather there, make a "platform" for the Democratic party, and nominate a President and Vice President to represent them. A third body of Americans—called the Prohibition party—has already met in Pittsburg, Pa., and done its work. Now, when next November comes it will be decided which of all the Presidential candidates the people of these United States choose for their leaders for the next four years. This is what is meant by being a Republic instead of an

Empire or a Monarchy, and whenever the Fourth of July comes around, you know, we all explode torpedoes and fire firecrackers, and set off rockets and Roman candles just because we are so glad we have a government "of the people and by the people and for the people." But I am sure that even the youngest of you will understand that whether such a government is really the best or not must depend upon what choices the people make—whether they elect good men to office, and choose right things for the country to do. So every American boy should begin to think, as soon as he can think at all, about what is honest and just and right, for by and by he will have a voice in this Government, and he should promise himself and God that as soon as he is allowed to vote he will never vote for any man or measure except the man and measure which he believes God approves. When every American does this we shall have the noblest, as we already have the freest and loveliest country under the sun.

You can begin to practice right away, you who are school boys, by giving honor in your work or in your play, not to the slyest, cleverest boy (who will perhaps do something nice for you if you side with him and help him work out his ends) but to the boy who is most manly and will do just what he thinks is right "through thick and thin." And when you make rules for a base ball club or a society of any kind you can do your part to see that they are fair rules—wise rules, open and above-board. Then, when you are sent years hence as a delegate to a Democratic, Republican or Prohibition Convention, you will speak and vote as a man should "for God and home and native land." When you are older "Our

Country" will of course mean more to you than it now can, but even now you can feel how much you are blessed above the poor little Armenian children, who live under the cruel rule of the Sultan of Turkey and have been murdered by the thousand this very year, beaten, burned and stabbed by rude soldiers, with no one to lift a hand in their behalf. There is no liberty in Turkey. If you think of them and of other down-trodden peoples, I am sure you will sing more gladly and gratefully than ever this year:

"Columbia, the gem of the ocean,
The home of the brave and the
free,"

and

"My country, 'tis of thee,
Sweet land of liberty,
Of thee I sing!"

That each of you may grow up to be worthy of your country, and have a part in making a country worthy of its privileges, is the hope of

COUSIN CARRIE.

—The Observer.

THE MEANING OF OUR FLAG.

The flag for which the heroes fought, for which they died, is the symbol of all we are—or all we hope to be. It is the emblem of equal rights. It means free hands, free lips, self-government and the sovereignty of the individual. It means that this continent has been dedicated to freedom. It means universal education—light for every mind, knowledge for every child. It means that the school house is the fortress of liberty. It means that "governments derive their just powers from the consent of the governed;" that each man is accountable to and for the government; that responsibility goes hand in hand with liberty. It means that it is the duty of every citizen to bear his share of the public burden—to take part in the affairs of his town, his county, his State and his country. It means that the ballot box is the ark of the covenant; that the source of authority must not be poisoned. It means the perpetual right of peaceful revolu-

ATonic

For Brain Workers, the Weak and Debilitated.

Horsford's Acid Phosphate

is without exception the Best Remedy for relieving Mental and Nervous Exhaustion; and where the system has become debilitated by disease, it acts as a general tonic and vitalizer, affording sustenance to both brain and body.

Dr. E. Cornell Esten, Philadelphia, Pa., says: "I have met with the greatest and most satisfactory results in dyspepsia and general derangement of the cerebral and nervous systems, causing debility and exhaustion."

Descriptive pamphlet free on application to Rumford Chemical Works, Providence, R. I.
Beware of Substitutes and Imitations.

For sale by all Druggists.

tion. It means that every citizen of the Republic, native or naturalized, must be protected at home in every State, abroad in every land, on every sea. It means all distinctions based on birth or blood have perished from our laws; that our Government shall stand between the individual and the corporation, between want and wealth, and give and guarantee simple justice to each and all. It means that there shall be a legal remedy for every wrong. It means national hospitality—that we must welcome to our shores the exiles of the world, and that we may not drive them back. Some may be deformed by labor, dwarfed by hunger, broken in spirit, victims of tyranny and caste—in whose sad faces may be read the touching record of a weary life—and yet their children, born of liberty and love, will be symmetrical and fair, intelligent and free.

That flag is the emblem of a supreme will—of a nation's power. Beneath its folds the weakest must be protected and the strongest must obey. It shields and canopies alike the loftiest mansion and the rudest hut. The flag was given to the air in the revolution's darkest days. It represents the sufferings of the past, the glories yet to be; and, like the banner of heaven, it is the child of storm and sun.—Wisconsin Journal of Education.

SALUTE THE FLAG.

The respect of the navy for the flag—"Old Glory"—is partly expressed by a simple little ceremony which attends the hauling down of the ensign at sunset. A writer in *St. Nicholas* thus describes the saluting of the flag as it is taken in the moment the sun goes down:

The first time I ever saw it I was standing on the quarter-deck of the United States steamer *Yantic*, conversing with three of her officers. We had been dining together, and were enjoying the cool evening breeze under the awning.

A few minutes before sundown a bugle-call sounded from the flag-ship, and the call was immediately repeated by the buglers of the other ships of the squadron.

"What is that?" I asked.

"That's 'Stand by the colors,'" said one of the officers.

Two sailors came aft, cast off the ensign halyards, and stood by with their eyes on the flag-ship. In a few moments we heard the bugles sounding again, for you must know that on board ship many of the commands are conveyed by a few musical notes upon the bugle. A marine came aft, and saluting, said:

"Haul down, sir."

"All right," said the officer of the deck, "sound off."

At that order the bugler of the *Yantic* blew the lovely call, "Evening colors."

The moment he sounded the first note the officers rose from their chairs, faced the colors, took off their caps, and stood silent, in respectful attitudes, while the two seamen slowly hauled down the colors, bringing them in over the rail as the call came to an end. When the colors reached the deck and were gathered in by the seamen, and the last note of the bugle died away, the officers put

on their caps, resumed their seats, and went on with their conversation.

Removing the cap in honor of the colors is the common form of salute in the navy. When an officer comes up from below he always lifts his cap in the direction of the quarter-deck, and all the boys should remember, when visiting a man-of-war, that the proper thing to do when you go on board is to turn toward the stern of the ship where the ensign always flies at the taffrail staff, and raise the hat.

If the officer of the deck sees you he will return the salute, but whether any one is on the quarter-deck or not, always raise your hat when you go aboard. The salute is to the flag, not to any person, and surely every American boy ought to be proud to lift his hat to the flag of his country.

AN ERA OF EDUCATION.

Nineteenth century civilization has brought no richer gift than the broader culture that may be obtained through the various systems of cooperative education. Only a little while ago "culture" was a much narrower word in its meaning than now. Then it meant simply the finish of the schools and colleges within the limits of purely scholastic curriculums. Modern discoveries have so expanded the horizon of life that what was once a classical education is now but a poor equipment. The thought of the age has grasped the fundamental truth that man is a complex being and that education, to be complete, must swing around the whole circuit of his being and include not only the mental and moral, but the physical, emotional and purely esthetical natures. To meet this thought the wider systems of training, with their flexible constitutions, have been inaugurated. With the university extension courses, with the Chautauquan and summer schools all bidding for an opportunity to give men and women a deeper and broader insight into life and its mysteries of

thought and feeling, there is, truly, little excuse for youth to pass and leave us groping in the dark.

Much improvement has been made in school buildings in late years, but still the space around the school is very often entirely too small. There is scarcely one that has an adequate playground or any room for grass and trees, or even for fresh air. Some look out only on the backs of dwellings, others on hot streets; they are like prisons or like the great mills near by, and one almost expects to hear from them the click of the loom. In buying ground for new buildings, why not buy enough? We should like to see many school houses built this year, not more than three stories high, with a plain but dignified exterior, such as our colonial architects understood, and standing in a big lot, with trees about it, and whatever would minister to a child's gentler nature. Considering how many years, at the formative period of their lives, most children pass in the public schools, this is surely not an extravagant thought. And if we could get but a few such models everybody would recognize its merit and the reform would soon come.

THE INSTITUTE FOR DEFINITE PURPOSES.

Superintendent John R. Kirk, of Missouri, has the following very pointed notes on "The Purposes of the Institute":

They are:

1. To make distinct provision for enriching elementary instruction.
2. To elevate the standard of professional ideals.
3. To direct the professional studies of teachers.
4. To create educational sentiment and enthusiasm.
5. To give educational inspiration.
6. To exemplify in the concrete how to teach the several subjects in the rural school curriculum.
7. To instruct teachers as to how they may organize, manage and control schools and properly care for the health, comfort, general culture and moral elevation of the children—and this includes instruction relating to school architecture and sanitation.

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Fillmore, N. Y.



THE COMMON-SCHOOL SYSTEM
OF GERMANY AND ITS LESSONS
TO AMERICA. By LEVI SEELEY,
PH. D., New York and Chicago: E.
L. Kellogg & Co. 1896.

Dr. Seeley has produced an exceedingly valuable addition to "Kellogg's Pedagogical Library." With this book in addition to that of Dr. John T. Prince on "Methods in the Schools of Germany," published four years ago, the teachers of America have no excuse for ignorance of the organization and inner workings of the schools of that country, which thus far has done most not only toward perfecting philosophy, which is the form of the rhythm of the intellect, and music, which is the form of the rhythm of feeling, but also toward perfecting education, which is the form of the rhythm of life.

Dr. Seeley indicates the course of the development of education in Germany, describes the Prussian system as typical of all that is distinctively German in education, and points out the improvements which this system suggests for our American schools. The book is thoughtful and stimulating and ought to be widely read by American teachers.

W. M. B.

THE STORY OF OUR COUNTRY.
BY ALMA HOLMAN BENTON,
Chicago and New York: Werner
School Book Co.

All in all, this is the most satisfactory primary history of the United States we have yet seen. Within the compass of 240 pages the author gives us a clear, connected and thoroughly interesting narration of the growth of the American nation. Carlyle said that "History is the essence of innumerable biographies." This may not have been Miss Benton's inspiration, but her work suggests the saying. She has shown throughout how individuals were always at the center of events, and to do this she has necessarily selected those individuals whose thoughts and deeds gave form and direction to the events of American history. The book ought to be in the hands of every teacher of intermediate grades.

The publishers have given this admirable little volume an altogether worthy form.

W. W. B.

HOW TO TEACH NATURAL SCIENCE IN PUBLIC SCHOOLS. BY WM. T. HARRIS, LL. D., Commissioner of Education. Syracuse, N. Y., C. W. Bardeen, 1895, Pp. 46. Price 50 cents.

It is now a quarter of a century since Dr. Harris first published this plan of elementary instruction in natural science. It is an articulated system, or "spiral course," as Dr. Harris used to call it, in which the same subjects reappear from grade to grade, and in such way as to deepen and clarify the knowledge of the pupils as they advance. Nothing better—probably nothing as good—has yet been offered so far as its central thought is concerned. It looks to actual experiment and observation on the part of the pupil. Teachers will find this a means of clearing up their own minds as to the aim and scope and method of true elementary science teaching.

W. M. B.

SELECTIONS FROM EPICTETUS.
GEORGE LONG'S TRANSLATION.
Abridged by EDWIN GINN. 1896.
Boston: Ginn & Co.

"The best of the best" should be the motto of every reader. Ginn & Co., in their "Classics for Children," are doing important service toward the practical realization of this motto on the part of teachers and the youth entrusted to their guidance.

The first thought might easily be, indeed, that Epictetus is a classic for adults rather than for children. And yet the more familiar one becomes with the practical aim, the direct method and the simple style of this freedman of a freedman of Nero, the more reasonable must appear the inclusion of his discourses in a list of books of sterling value appropriate to young as well as old. In fact, one is here and there startled with the similarity not only of the thought, but also of the very expressions of Epictetus with passages in the New Testament.

This similarity, too, is doubtless to be explained, not by Epictetus' familiarity with the Christian writings, of which he probably knew nothing definite, but rather by the fact that, among the Stoics especially, there was already current an ethical view of the world approximating in many respects the Christian estimate. So that what we find in the distinctively ethical

place, as far as was practicable, of the references in the New Testament is not an absolutely new thought, but rather the best thought the world had thus far developed, seized upon and transfigured by the energy of a new spirit. Whence, though Epictetus is chronologically a little later than Christ and Paul, he represents the phase and degree of consciousness logically just preceding them.

It is thus a specially happy thought to include this classic in a list of choice, carefully edited books, published in neat and cheap form, with a view to familiarizing as many as possible with their contents; for it may easily be made to serve as a practical illustrative element in the evolution of the most important thought of the world.

W. W. B.

BOOKS AND THEIR MAKERS
DURING THE MIDDLE AGES. A
Study of the Conditions of the Production
and Distribution of Literature From the Fall of the Roman
Empire to the Close of the Seventeenth Century. By GEO. HAVEN
PUTNAM, A. M., Author of "Authors and Their Public in Ancient
Times," "The Question of Copyrights," etc. Vol. I., (476-1600). Pp.
XXVII., 459. New York and London, 1896. G. P. Putnam's Sons.

This outwardly elegant volume bears everywhere within it the marks of thorough research, guided by the true historical sense. It is an exceedingly valuable contribution to the history of literary production, which is coming to be better and better understood as a valid and vital phase of history in general.

One of the first facts with which one is impressed is that of the difference in the exactness and beauty of finish of copies of books made by slaves in the earlier period and those made by freemen within the Christian era. Monks and nuns, especially of the Benedictine order, early developed a pious zeal in the multiplication not only of beautiful copies of the Scriptures, but also of other works within the general range of scholarship. Think of a slave making an "illuminated manuscript!" "Benedict would not have his monks limit themselves to spiritual labor, to the action of the soul upon itself. He made other labor, manual or literary, a strict obligation of his rule. * * * In later years the Benedictine monasteries became centers of instruction, supplying the

educational system of the departed empire."

Christianity, in fact, demands the development of the whole mind. Hence education, including the fullest growth of science, and with this the endless making of books, constitutes nothing else than the normal intellectual aspect of the Christian world. And because during the turbulent period of the Middle Ages monastic seclusion was the only condition under which this aspect could be realized, it is but a matter of course that to monks and nuns the world should be indebted for the preservation and advancement of science and literature, while all the rest of the world was engaged in the fierce, blind struggle to preserve and reconstitute outer institutional life.

Charlemagne and the other great heroes of the Christian world expended their energies, consciously or unconsciously, in guiding the struggling nations of Europe through all their conflicts to a peace that should prove to be the real "Truce of God," in which the powers of all might be exercised to the direct end of attaining spiritual maturity—the peace which we to-day in a measure enjoy. Such peace the world could know nothing of save on this condition: That Hun and Moslem should be beaten back and kept within the geographical limits of their native Asiatic spiritual nebula. They knew God only as Power, not as Intelligence, and hence could not recognize Him as a spirit nor "worship Him in spirit and in truth."

We have barely touched a single thread of Mr. Putnam's book, which deals with the libraries of monasteries, the libraries of the manuscript period, books in early universities, book trade in the manuscript period, the invention of printing, the printer-publishers of Italy, besides many other topics. We can only add here that Mr. Putnam has put all who are interested in education under great and lasting obligations by this deeply interesting contribution to educational history.

W. W. B.

A farmer was noted among his friends for a complaining disposition. One year the crops were exceptionally good, and some curiosity was felt to see how he would meet the case. "I am afraid," said he, "that such a great crop will be a powerful strain on the land."



The Review of Reviews for July is a strong political number. The portraits of prominent men of all shades of politics are numerous and interesting, and the editorial comment on the present situation is luminous. The Review is the only monthly which is able to keep fully abreast of all political movements and changes. It is never caught napping. The action of the St. Louis convention on the 18th of June is already history to the Review of Reviews, which appears on the first day of July.

A UNIQUE LITTLE MAGAZINE.

A little publication, but of value out of all proportion to its size, is Alden's Living Topics Magazine. For the ridiculously small price of 25 cents a year it gives nearly 400 pages of information of interest and value to everyone, and hardly obtainable elsewhere. The last issue gives just the facts everyone wants concerning the states of Idaho, Illinois, Indiana, Iowa, Kansas and Indian Territory. The statistics are brought right down to date, generally from one to five or more years later than the latest encyclopedias. A sample copy may be had free by applying to the publisher, John B. Alden, 10 and 12 Vandewater St., New York.

The Bookman for July is filled to overflowing with the freshest and most interesting literary news. The illustrations are even more valuable and attractive than usual, and include among other rare features a smiling portrait of Mr. Gladstone. Ian McLaren contributes two more chapters to his novel, "Kate Carnegie." Price, 20 cents.

THE INTERNATIONAL DICTIONARY.

Ever since the American Journal of Education was established in 1867 Webster's Dictionary has been used as the court of last resort to settle all disputes in regard to spelling, pronunciation and meaning of words. The International is now our constant companion and in fact, no well regulated printing office can get along without it.

The patent index is a great aid in rapidly locating words and the beautiful leather binding is all that could be desired.

Mr. B. O. Flower, the editor of "The Arena," writes in a most captivating manner of Whittier, considering him in the aspect of a "Poet of Freedom," and giving many of Whittier's most stirring lines. A fine portrait of the Quaker Poet forms a frontispiece to this number. The editor also discusses somewhat at length in his editorials, the message of Whittier to men and women of to-day, and the proposed platform of Mr. St. John. Another interesting feature of this issue is Mr. Eltweed Pomeroy's illustrated paper on the "Direct Legislation Movement and Its Leaders." There are so many good things that we can scarcely see how any progressive educator can get along without "The Arena."

Messrs. Stone & Kimball will bring out in the autumn "The College Year Book," giving the names and addresses of all professors and instructors of American colleges, the chief statistics in regard to each, and a complete table of the Greek letter and other societies, as well as collegiate athletics.

The Rose Polytechnic Institute of Terre Haute, Ind., is one of the pioneers in technical education in the West. See their advertisement and send for late catalogue.

EXTENSION OF CIVIL SERVICE.

The civil service has been extended until it now practically covers every position between the two great extremes, namely, those appointed by the president direct and the common laborers. The classified service now applies to all departmental, railway mail, Indian, internal revenue, postal, customs and government printing services throughout the United States. The recent extension increased it 30,000, thereby increasing the classified service to 85,000 souls. The number appointed annually will now be about 6000. The attention of our readers is called to the announcement of the National Correspondence Institute of Washington, D. C., in another column. This institute makes a specialty of preparing applicants for the various government positions, is thoroughly reliable and has met with marked success.

THE LITTLE FIRECRACKER.

I'm little, but it's wonderful the big things I can do—
I can set the fire-bells ringing, and burn down a house or two;
There really is no ending to the mischief I can hatch
If you place me in conjunction with a lighted parlor match.
I wasn't made for mischief—no, it was to furnish noise;
It seems that there's a certain day when patriotic boys
Prepare to make a racket—it's because the country's free—
Why they celebrate by shooting is a mystery to me!
This whole United States is called "The Land of Liberty,"
It's here that any boy can rise the President to be,
And any girl may find herself some day the President's wife,
Although I don't believe it's what you'd call a jolly life.
They say that China isn't free—I'm Chinese, did you know?
And yet it seems sometimes to me America is slow;
Our Emperor can cut heads off—a President wouldn't dare—
He'd be electrocuted in a patent wind-up chair.

My end is fast approaching—the "Fourth" is drawing nigh,
It's hard to be transported so far from home to die;
I mean to go off bravely, but I've a secret plan
To show the stuff I'm made of—a loyal Chinaman.
No traitor to the Emperor will perish when I die,
For when the hand that holds me shall match or punk apply,
I'll flare up bright and lively—my fire won't sulky hang,
But oh, I'll snap for China—hurrah! fiz! fiz! bang! bang!

—Good Housekeeping.

"Ah, me!" inspired the poet, as he finished a sonnet to his mistress' eye-brow, "what would be the condition of a country without women?" "Stag nation," softly responded the humorist.
—Boston Courier.

They pressed forward and closely examined the Roentgen photograph. "His liver," they said, "is the image of his father's, but he gets his lungs from his mother's folks."—Detroit Tribune.

KEEP COOL.

I. Oh, never mind how hot it is;
Keep cool.
Just wear a pleasant, smiling phiz;
Keep cool.
Don't fret, and fuss, and kick, and stew,
As if the joys of life were few,
This weather's good enough for you;
Keep cool.

II. It ought to be hot in July;
Keep cool.
Of course, you know the reason why;
Keep cool.
The corn and things have got to grow;
Warm weather helps them on, you know;
The universe must have a show;
Keep cool.

III. Just take things easy for a while;
Keep cool.
Don't try to put on too much style;
Keep cool.
Wear outing shirts, if you're a man,
If not, do just the best you can.
You'll find this is the wisest plan;
Keep cool.
—Somerville Journal.

VACATION TIME.

The grammars and the spellers,
The pencils and the slates,
The books that hold the fractions,
And the books that tell the dates,
The crayons and the blackboards,
And the maps upon the wall,
Must all be glad together;
For they won't be used till fall.

They've had to work like beavers
To help the children learn;
And if they want a little rest,
It surely is their turn.
They shut their leaves with pleasure,
The dear old lesson books,
And the crayons and the blackboards
Put on delighted looks.

So, children, just remember,
When you are gone away,
Your poor old slates and pencils
Are keeping holiday.

The grammars and the spellers
Are as proud as proud can be,
When the boys forsake the schoolroom,
And the teacher turns the key.
—Harper's Young People.

PIASA CHAUTAUQUA ASSEMBLY.

The ninth Piasa Chautauqua Assembly, to be held at Piasa Bluffs, twelve miles north of Alton, Ill., July 23 to August 20, will be a popular resort for teachers this summer. Here study and recreation can be combined in the best manner possible.

The programme is the best that has ever been prepared for this assembly. Wednesday, August 5, will be Recognition Day, and Dr. G. M. Brown, C. L. S. C., secretary, and Hon. ex-Gov. J. Wright Giddings will speak. Saturday, August 8, will be Epworth League day. Rev. F. L. Thompson, J. B. Wolf and E. P. Ransom will make addresses and the Tyrolean Troubadours will furnish the music.

Christian Endeavor day occurs on Saturday, August 15. President A. E. Turner and others will make addresses and the chorus singing will make this a day of joy to all Endeavorers. The last days will be regular feasts of good things.

Sam Small will lecture on August 17, Dr. Talmage on the 18th, and John G. Woolly on the 19th. For complete program write Dr. O. M. Stewart, Elsah, Ill.

MONEY MADE IN A MINUTE.

I have not made less than \$16.00 a day while selling Centrifugal Ice Cream Freezers. Anyone should make from \$5 to \$8 a day selling cream, and from \$7 to \$10 selling freezers, as it is such a wonder, there is always a crowd wanting cream. You can freeze cream elegantly in one minute, and that astonishes people so they all want to taste it, and then many of them buy freezers, as the cream is smooth and perfectly frozen. Every freezer is guaranteed to freeze cream perfectly in one minute. Anyone can sell ice cream, and the freezer sells itself. My sister makes from \$10 to \$15 a day. W. H. Baird & Co., 140 South Highland avenue, Station A, Pittsburg, Pa., will mail you full particulars free, so you can go to work and make lots of money anywhere, as with one freezer you can make a hundred gallons of cream a day, or if you wish, they will hire you on a salary.

"Yoh kain't put no 'pendence on de show folks make," said Uncle Eben. "De bass player in de orchestra hab de bigges' fiddle, but he ain' de feller dat sets de step foh de res' ob de ins'ments."—Washington Star.



Subscriptions are coming in very rapidly in clubs ranging from two to seventy. Every agent still has a chance for that complete set of the Encyclopedic Dictionary. Do not stop work because the institute is over. Many teachers did not attend the institute. Be sure to see them and get their order. Every agent is requested to continue working for subscriptions at each and every meeting of teachers in your county.

When you need sample copies for distribution write for them.

This number does not contain the usual amount of methods for the school room, for the reason that schools are not in session and methods would be of no use.

Look at the label on the wrapper of your Journal. It shows the date to which your subscription is paid. If in arrears please remit the amount due.

We want to get the date opposite every name on the list brought up to the present time. Remember the half rate, only 50 cents per year, will be offered up to October 1, 1896. One dollar sent now pays for two years subscription.

BUSINESS.

KIND WORDS.

The "American Journal of Education" is one of those which I read regularly, and never without profit. In Prof. Bryant's articles, especially, I have found some of the best thoughts in modern education. Very respectfully,

F. LOUIS SOLDAN,
Supt. St. Louis Schools.

The "American Journal of Education" is one of the most helpful of all journals published for the teacher, and I am glad to welcome more and more of them into my county. JAMES H. MARTIN,
Co. Supt., Monticello, Ill.

Of the many educational journals I receive, the "American Journal of Education" is one of the very best and most practical.

CHAS. HERTEL,
County Supt. St. Clair Co., Ill.

I deem the "American Journal of Education" one of the best educational papers published, and at the very low price for which you offer it, it does seem that every teacher in the State would become one of its subscribers. Its value to the

teaching profession cannot be overestimated, and I should be glad to know that every teacher in this county was receiving it regularly.

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Co. Com., Peggy, Mo.

It affords me pleasure to say that I regard the "American Journal of Education" as one of the very best of the many educational journals I receive. It has been a help, an inspiration in my school work. I wish that every one of my teachers subscribed for and read it.

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I think very highly of the "American Journal of Education," and hope that you may secure many new names from our county on your subscription list.

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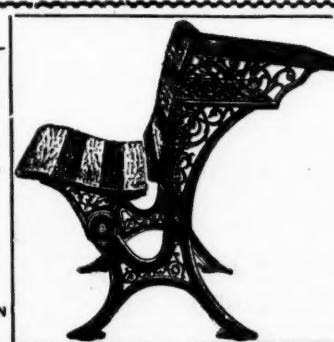
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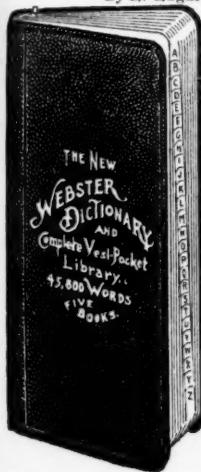
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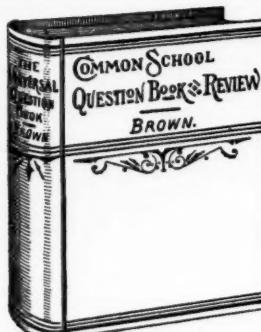
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